The Journal of the National Education Association
November 1972

TODAY'S EDUCATION

Special Feature on
CABLE TV

This is an Odobenus. Better known as Tooth Walker. Better known as Whale Horse. How well do you know the Walrus?

ABC Television invites you and your students to join Captain Jacques Cousteau and the crew of the Calypso for an exciting new season of undersea and nature adventures. Launching Cousteau's new series of specials will be the first film study of Alaska's "whale horse of the North"—the walrus.

While many people regard him as little more than a whiskered clown, the divers and cameramen of the Calypso give young viewers a look at the walrus as he really is...the king of a lonesome, sometimes-forgotten world . . . the frigid waters and ice floes of the Bering Sea.

Calypso cameramen capture the walrus in his many moods. From his puppylike playing to his bull-elephant charge when cameramen venture too close. Underwater, we see him as a sleek, swift and graceful animal... gliding silently in and out of submerged ice caverns in search of food. It is here that Captain Cousteau's men make some startling discoveries about the dainty appetite of this 2-ton behemoth.

Your students will also see why the walrus is sometimes called a "tooth walker," as he's filmed using his tusks as pickaxes to pull his massive body across iceland prairies.

His migratory and mating habits are also examined, and his ecological importance to the Eskimos — the people who know him best, and depend on him most.

The walrus. Whether you know him by his generic name, Odobenus... or as Tooth Walker or Whale Horse... get to know him better with Captain Cousteau and the Calypso. "The Smile of the Walrus" will provide both elementary and secondary school students with unique opportunities for in-class and home-study activities.

"The Smile of the Walrus"

The Undersea World of Jacques Cousteau
Wednesday Night, November 15th
ABC Television Network abc

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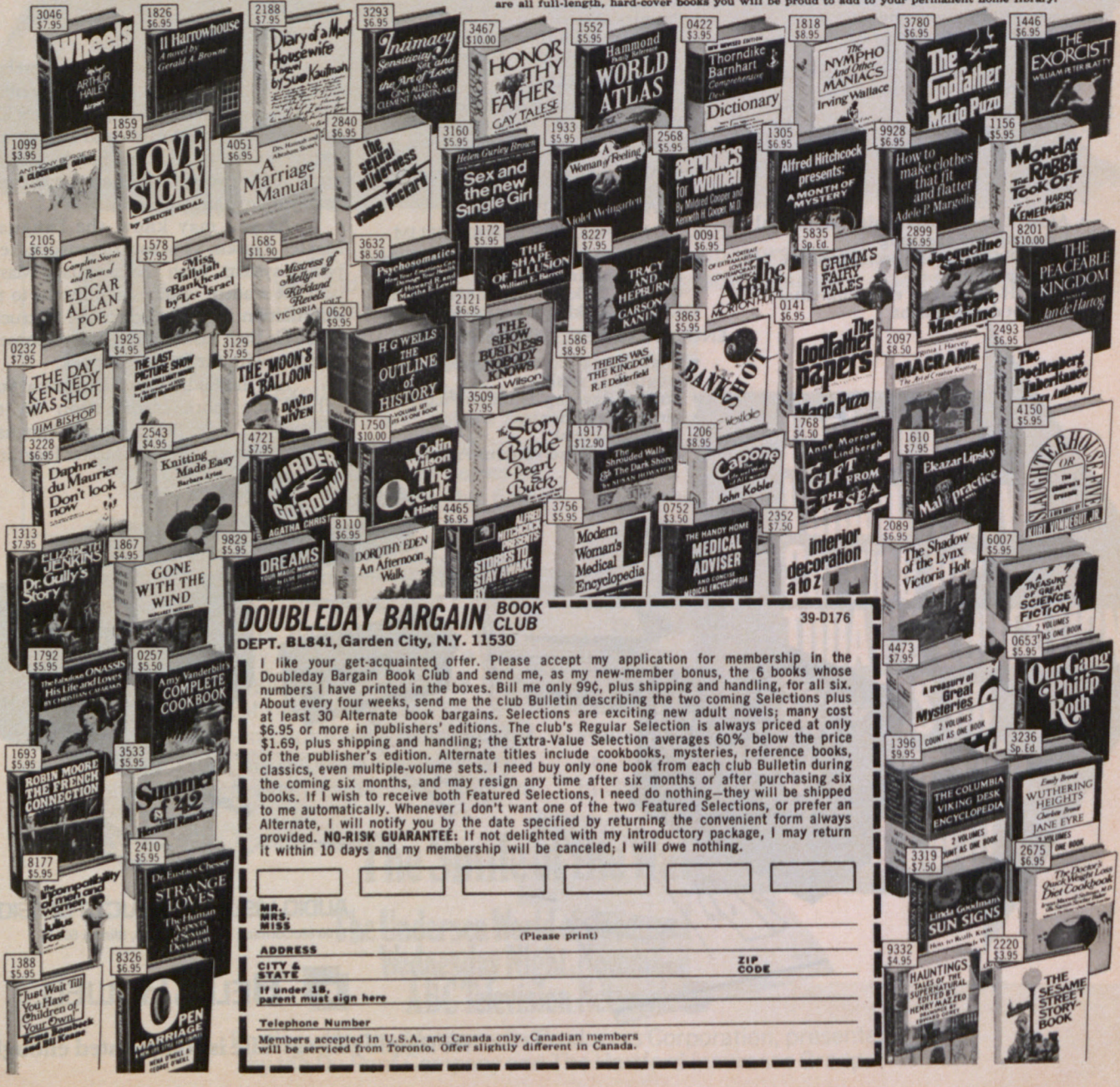
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The Journal of the National Education Association
November 1972, Volume 61, Number 8

TODAY'S EDUCATION

This Month's Cover: Even fourth graders are using the videotape camera as an educational tool. See the special feature on cable television that begins on page 31.

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This is Santiago's Ark

It may not look like much... but for 10-year-old Santiago Ramos and his neighbors, it's a life raft of hope.

On Wednesday, December 6, ABC presents "Santiago's Ark"—third in a series of monthly ABC After School Specials.

"Santiago's Ark" is the delightful account of an imaginative young Puerto Rican boy who builds a real sailing ship out of building planks, scrap lumber and old bedsheets on a Manhattan rooftop.

Filmed in New York's El Barrio community, Santiago's Ark captures the tempo of tenement life, and paints a moving portrait of how one boy's determination brings new pride to his friends, neighbors and family.

In a sense, the story of Santiago Ramos is the tale of a contemporary Tom Sawyer—a boy who pits his hope and imagination against his circumstances... and wins.

"Santiago's Ark"—like all ABC After School Specials—offers a unique opportunity for you to plan related in-class and home-study activities.

The ABC After School Specials are being presented in a late-afternoon time period on the first Wednesday of every month.

All are sponsored by M&M/Mars and Oscar Mayer & Company. Consult your listings for time and channel.

Santiago's Ark

An ABC After School Special
Wednesday, December 6
ABC Television Network abc

News and Trends

NEA Board Takes Position on Proposed Constitution and Bylaws

The NEA Board of Directors declared its opposition to the Con-Con proposal in a 57 to 42 vote (with three abstentions) during its October 7-8 meeting. The majority opinion urged defeat of the proposed Constitution by a "No" vote of the membership. Twenty-four of the directors filed a minority report rejecting the Board position and supporting the stand taken by the Executive Committee, which, interpreting "the overwhelmingly affirmative" vote of the Representative Assembly (4154-2175) as a mandate, voted in August (eight for, one absence, one abstention) and again in September (eight for, one against, one abstention) "to support the proposed Constitution and Bylaws" and strongly urged "the membership to support the proposal with a 'Yes' vote."

For more on Con-Con see the special issue of the NEA Reporter, mailed in October to NEA members.

U.S. Schools Fail To Utilize Many 1972 Teacher Graduates

A record 110,000 teacher education graduates in 1972 were seeking but could not find teaching positions by the start of the fall term, according to estimates released by NEA Research, which also reports that the increasing abundance of qualified beginning teachers is contributing to increased unemployment among experienced teachers who have interrupted their careers. NEA Research staff added, however, that if schools were to increase their progress toward minimum standards of quality in educational staffing this year, the number of additional teachers needed would be six times as large as the number of 1972 graduates currently looking for teaching jobs. (NEA Research's Quality Criterion includes, among other standards, a maximum class size of 24 in elementary schools and a maximum teacher load of 124 students a day in secondary schools.)

School Enrollment Rise Is Smallest in 28 Years

Total fall enrollment in the nation's schools and colleges increased in 1972 only by one-half of one percent—the smallest amount in 28 years, according to estimates of the U.S. Office of Education. In the elementary grades (K-8) enrollment is expected to decline by 500,000, while at the secondary level (grades 9-12), it will increase by about 300,000.

Even so, the total enrollment figure is expected to rise to a record 60.4 million persons. Most of the increase will occur at the higher education level, where enrollment of degree-credit students is expected to advance from 8.5 million in fall 1971 to 9 million this fall—a gain of 6 percent.

State College Faculty in Pennsylvania Negotiates First Contract with State

Members of the Pennsylvania State Education Association's higher education affiliate recently ratified the first agreement ever reached between the state and its college faculty. The three-year contract was won after more than eight months of bargaining by a team from the Association of Pennsylvania State College and University Faculties (APSCUF), exclusive bargaining agent for the 4,000-member state college faculty. The APSCUF team was headed by a representative of NEA Higher Education.

SNEA Initiates Student Alliance

The Student National Education Association (SNEA) took the lead in initiating the formation by nine student groups of the Student Higher Education Alliance (SHEA). The Alliance

is billed as the first organized student effort to influence federal education policy through the U.S. Office of Education.

Survey Finds Slight Improvement In Quality of Schools

A comparison of juniors in U.S. public, parochial, and private high schools in 1970 with their 1960 counterparts reveals slight improvement in the quality of the first 11 years of American schooling, according to data published by the American Institutes for Research (AIR).

In a report, Progress in Education: A Sample Survey 1960-1970, AIR compares 1960 high school juniors who participated in Project TALENT with 1970 juniors. The report finds "only a small amount of improvement in reading skills,"—for example, 44 percent in 1970 (compared to 41 percent in 1960) could read a typical Reader's Digest paragraph.

Vocational guidance programs, the study says, appear to be "somewhat more effective . . . than they were prior to 1960." The 1970 students, particularly boys, were making more realistic occupational plans.

As to the instructional program, the report concludes that it has "improved very little in its quality and effectiveness. . . . A few less than in 1960 but still nearly one in four students in 1970 say they feel that much of their course work will be of little value to them."

External Diploma Program Set Up for High Schoolers

In an effort to make high school education more flexible and more engaging to undermotivated students, the Syracuse University Research Corporation has received a Ford Foundation grant to explore an external diploma program for teen-agers in five central New York counties.

The Syracuse group seeks to devise a plan for high-school-age students from all social and educational backgrounds who find themselves "disassociated" from the traditional high school. These students will be given special counseling and the opportunity to learn outside the schoolroom through a variety of independent academic and community programs, work-study combinations, or job internships. The program will be geared to students who believe current school practices are nonproductive or who have actually dropped out of school.

Four U.S. Universities Try Out British "Open University" Materials

Four U.S. universities—Rutgers, Maryland, Houston, and California State at San Diego—are making a one-year trial of materials developed for Britain's "university without walls," the Open University. Each of the U. S. schools has developed its own teaching program using such Open University materials as printed study courses, television films, radio scripts, and cassettes.

Students in the experimental courses will include full-time campus residents as well as nontraditional students who are unable to attend classes on a campus. The College Entrance Examination Board is administering the program, and Educational Testing Service will evaluate it at the end of the school year. Particular attention will be directed to understanding what kinds of students can most successfully use the Open University materials.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the NEA Reporter. Members in some unified states receive Reporter news through joint NEA-state association newspapers.

Is this kid in your spelling class?

We hope not. But lots of kids' minds are just as distracted as our friend here. And why not? Haven't teachers and students alike labelled spelling dull, deadly, humdrum, and even monotonous? Because for too long spelling has been an activity in isolation, lacking any intrinsic motivation except for the very few.

Breaking the boredom barrier
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Highly motivating
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What about slow spellers?
Too often slow spellers are left by the wayside, aren't they? And what can you do about it? With many spelling programs the answer is, nothing! But *Word Book* includes slow students (and accelerated ones). Each lesson gives every student an opportunity for success at his or her own level.

The all-important teachers' materials
We publish very comprehensive teachers' materials because we design our programs for teachers. *Word Book's* teachers' materials offer sound instructional strategies as well as specific teaching techniques, materials, and lesson plans.

☐ Our school/district is adopting spelling this year. Please send me your *Word Book* brochure.
☐ We are not adopting this year, but please send me your brochure.

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CW-26	☐	June 22	Aug. 23	Chicago-Amsterdam-Chicago	$247
CW-27	☐	June 25	July 23	New York-Frankfurt/Amsterdam-New York	$211
CW-28	☐	June 27	July 25	Hartford-Amsterdam-Hartford	$207
CW-29	☐	June 27	July 30	Los Angeles-Madrid/Amsterdam-Los Angeles	$311
CW-30	☐	June 27	Aug. 23	New York-Amsterdam-New York	$217
CW-31	☐	July 9	Aug. 9	Seattle-Amsterdam-Seattle	$285
CW-32	☐	July 2	Aug. 7	Chicago-Madrid/Amsterdam-Chicago	$239
CW-33	☐	July 2	July 23	Baltimore-Amsterdam-Baltimore	$211
CW-34	☐	July 3	July 30	Phila.-Frankfurt/Amsterdam-Phila.	$211
CW-35	☐	July 3	July 26	Detroit-Amsterdam-Detroit	$224
CW-36	☐	July 5	Aug. 23	Phila.-Amsterdam-Phila.	$225
CW-37	☐	July 11	Aug. 16	Chicago-Athens-Chicago	$337
CW-37A	☐	July 11	Aug. 16	New York-Athens-New York	$297
CW-38	☐	July 9	Aug. 16	San Francisco-Chicago-San Francisco	$140
CW-38A	☐	July 9	Aug. 16	San Francisco-New York-San Francisco	$180
CW-39	☐	July 10	Aug. 7	Indianapolis-Amsterdam-Indianapolis	$231
CW-40	☐	July 10	Aug. 16	New York-San Francisco-New York	$180
CW-40A	☐	July 10	Aug. 16	Chicago-San Francisco-Chicago	$140
CW-42	☐	July 17	Aug. 17	Boston-Amsterdam-Boston	$199
CW-43	☐	July 23	Aug. 15	New York-Geneva/Amsterdam-New York	$209
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—Brenda Pringle, *librarian, William Wirt Junior High School, Riverdale, Maryland.*

• *We have received a big response to this new service, and we plan to carry a new listing and order card in every issue of the magazine as long as large numbers of our readers continue to make use of it.*

Tests

I applaud your efforts to include "Youth Speaks" as a possible continuing feature. The youth of today have legitimate concerns that deserve the attention of educators. I write in response to "Tests! Tests! Tests!" by Debra Ann Davis in the May issue. I know many share her concerns.

Tests are frequently misused, and, when they are, they may have an adverse effect on learning. Used effectively, tests can serve many purposes. Besides providing some indication of student achievement, tests indicate where individuals or the group may have gaps or misconceptions in their learning.

In addition, properly used tests serve to motivate students. They aid the teacher in evaluating the effectiveness of his teaching. Scoring a test soon after it has been administered and discussing the results with the class a short time thereafter contribute to its effectiveness.

Testing should be viewed as only one way to assess progress. Additional devices and procedures should also be used, such as checklists, rating scales, project evaluations, and listening to and observing performance. Testing must be a means toward increased learning—not an end in itself.

—Charles W. Smith, *assistant professor, Northern Illinois University, DeKalb.*

• *Again, we hope teachers will encourage students to send their views on schools, teen-age problems, adult-youth relationships, or whatever else they feel*

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strongly about to "Youth Speaks." *May we hear from your students?*

Term Papers

It is not difficult to understand why an increasing number of students are buying research papers and, in effect, attempting to buy a degree. (See "Buying Term Papers," September.) Perhaps 50 to 65 percent of the students in our colleges and universities do not belong there. They are basically motivated by a form of parental or societal pressure. The self-motivated student would not purchase a paper of this kind except for the purpose of exposing himself to quality research or knowledge.

—Tom Santesteban, *president, Arizona State Student NEA.*

Let me express my pleasure with the fine article on term papers. It was as accurate and comprehensive as any I've seen, and there have been many in the past year.

I'd like to comment on one area: the reason students buy papers. I survived a dreadful winter in Boston by writing papers for three concerns. I selected my own assignments and always made a point of speaking directly with the student to learn why he was buying a term paper. To my surprise, I discovered that most had what seemed to me relatively good reasons for doing this.

One person was doing graduate work, had a master's dissertation to complete, and was emotionally upset as he was in the midst of divorce proceedings. Another person's mother was extremely ill and needed her back at home. Since the family had spent much money on the daughter's education and she was in her final semester, they told her to buy the necessary papers in order to get a degree and not waste their investment.

In many instances, the professor had given the same assignment year after year, which gave students the feeling that he was just making things easy for himself and that they didn't matter.

Although I had only a high school diploma, the master's level papers I wrote received A's and B's. I think that may say something about the whole college degree business—the emphasis on the sheepskin.

Fortunately, I am back at more-or-less respectable work. As for the morality of writing other people's papers, I can only say it was better than starving.

—Lawrence A. Murray, *Freeport, New York.*

How To Turn Them On

Mr. Rogers, in his article "Turning Kids On" (September), hit the nail on the head when he said one can turn students on by being genuinely, enthusiastically interested in them and by showing that you are human and that you realize they are human, too. A student once told me, "No one cared until you came along. I was just drifting through school." And he was, as too many kids do nowadays, not necessarily by choice, but because such drifting has become an unquestioned path of least resistance.

We teachers have gone through the motions of writing lesson plans and correcting assignments. Sometimes it seems to me that some of us have shelved honesty, open-mindedness, and friendliness to create our own path of least resistance and have accepted the idea that teachers cannot act like people.

We all should take time in the classroom to concentrate on being ourselves. We shouldn't have an in-school personality and an out-of-school personality, just as we shouldn't expect kids to turn into perfect citizens the minute they walk through the schoolhouse doors each morning.

Real caring on the teacher's part promotes student trust and encourages genuine efforts at good schoolwork. Become for a moment a 16-year-old with adolescence boiling inside you. How do you feel about being only a name on a seating chart? Irritated, to say the least.

Showing your concern is harder than just caring, but it's worth the effort in reward.

—Wyley E. Beatty, Jr., *mathematics teacher, Raymond (Washington) High School.*

Epilepsy

Most people do not realize that 1 child in 50 has epilepsy. Often the teacher is the first person to discover it. Knowing this, the Epilepsy Foundation of America, through its local chapters, conducts an annual School Alert program in the local schools. Among other things, the program tells teachers how to recognize epilepsy, how to handle seizures in the classroom, and how to explain it to other children.

Being familiar with the program, I can recommend it highly to others. Teachers or nurses can get further information from the local EFA Chapter or from the Epilepsy Foundation of America national headquarters at 1828 L St., N.W., Washington, DC 20036.

—Susan McKay, *sixth grade teacher, Red Mill School, Rensselaer, NY.*

• *Epilepsy is one of the chronic illnesses discussed in the special* Journal *feature, "The Human Being Inside the Child," May 1971.*

Status of Women

I was pleased to read and note carefully "New Profile of the American Public School Teacher" (May). The research showing that 84 percent of teachers in elementary schools are women but that 80 percent of these teachers have men for principals convinced me that we certainly need some liberating here. We urgently need great cultural conditioning of girls and young women so that they will view themselves differently, and see different roles for themselves.

—Elizabeth Horrigan, *Sioux City, Iowa.*

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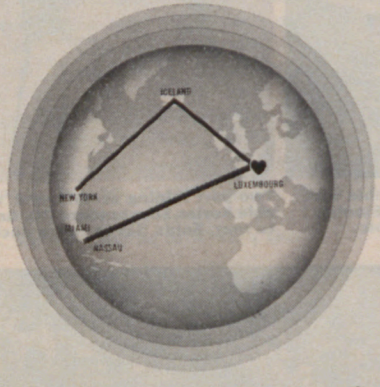

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TEACHER OPINION POLL

IQ Tests

How good a job do IQ tests do in predicting pupil performance?

"Not a very good one," is the answer given by classroom teachers, but responses to a recent Teacher Opinion Poll show that teachers find the tests of varying value in predicting the performance of various groups of pupils. In particular, teachers consider IQ tests a poor indicator of the abilities of socially or culturally disadvantaged pupils. On the other hand, most teachers think that IQ tests do fairly well in predicting the abilities of pupils without mental, physical, or social handicaps.

The question asked of a nationwide sample of public school classroom teachers read as follows:

In your opinion, how well do group IQ test scores predict pupils' ability to perform in school for the following groups of pupils?

Four groups were listed: (a) mentally handicapped pupils; (b) physically handicapped pupils; (c) socially or culturally disadvantaged pupils; and (d) all other pupils. For each group, respondents chose among the ratings "very well," "fairly well," "poorly," or "not at all."

Sixty-two percent of those surveyed reported that IQ tests did poorly or were totally ineffective in the case of socially or culturally disadvantaged pupils. A similar percentage thought the tests did fairly well or very well when used with "normal" pupils. In regard to the mentally and physically handicapped groups, opinions were more evenly divided. About half the sample rated the tests as doing fairly well or very well for the mentally handicapped, and about 4 teachers in 10 gave such ratings in connection with the physically handicapped. Respondents rarely assigned the highest rating, "very well," but did so more often in the case of mentally handicapped pupils than any of the other groups.

Responses are shown in the table in the next column. Some teachers did not respond to one or more parts of the question, perhaps because of lack of experience with IQ tests for these groups of pupils.

	Very well	Fairly well	Poorly	Not at all	No response
Mentally handicapped	10.7%	38.7%	24.9%	11.4%	14.3%
Physically handicapped	3.2	36.7	32.8	11.6	15.6
Socially or culturally disadvantaged	2.5	24.0	50.2	12.0	11.3
All others	5.4	58.2	19.6	4.2	12.6

A special analysis of the opinions of teachers who identified themselves as belonging to ethnic or racial minorities—blacks, Chicanos, American Indians, and Orientals—showed that the proportion of these teachers who hold negative views of IQ tests for socially or culturally disadvantaged pupils is similar to the proportion of teachers in general. Sixty-one percent of minority group teachers, like 62 percent of all teachers, believe that IQ tests predict the ability of socially disadvantaged pupils poorly or not at all.

Opinions of teachers in different sized school systems are generally similar, but geographical analysis indicates that Southeastern teachers tend to be more favorably disposed to IQ tests and Northeastern teachers less favorably disposed than others. This difference of opinion is especially pronounced in connection with socially or culturally disadvantaged pupils. Sixty-eight percent of Northeastern teachers, compared with 55 percent of Southeastern teachers, think IQ tests predict the abilities of such pupils poorly or not at all, while one-third of Southeastern teachers, compared with one-fifth of Northeastern teachers, think the tests do fairly or very well. Opinions of teachers in the Middle and Western regions of the country lie between these extremes.

This survey did not ask teachers their opinions on continuing the use of IQ tests, but already in 1965 a Teacher Opinion Poll revealed the vast majority of teachers held that continued intelligence testing should be accompanied by increased emphasis on the proper use and interpretation of the tests. Opinions on continuing to use the tests may have changed since then, but the different opinions expressed by 1972 teachers about the effectiveness of IQ tests for different groups of pupils suggest that their proper application is still a major concern to teachers.

—NEA Research.

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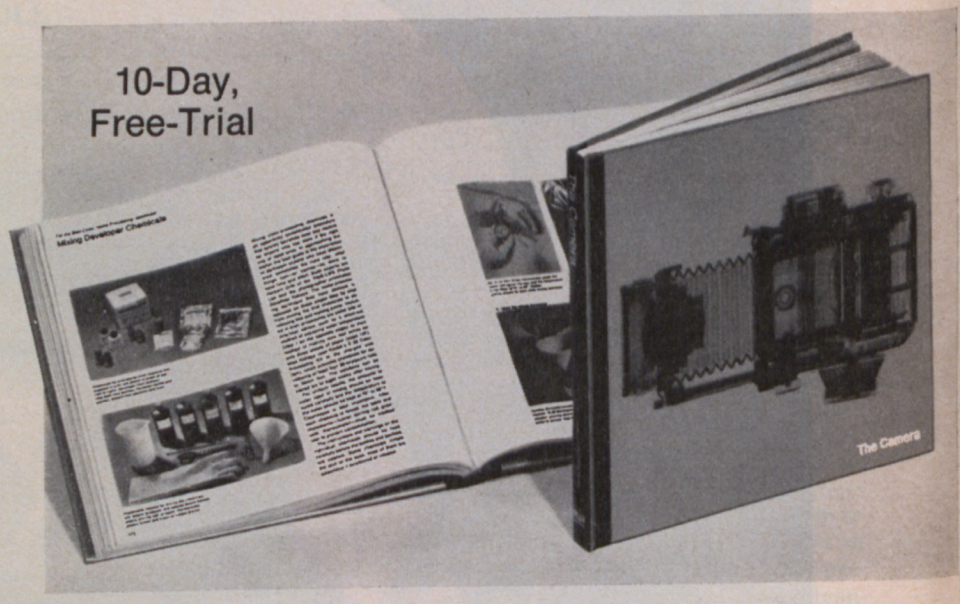

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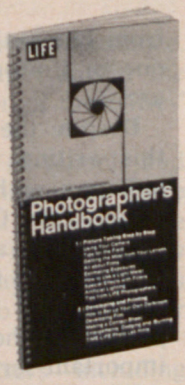

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DESCHOOLING?

PHILIP W. JACKSON, *professor of education and human development and director of the Laboratory Schools, University of Chicago.*

□ **The criticism of schools is a profitable pastime,** as a visit to our local bookstore or a glance at a current issue of almost any of our most widely circulated magazines will quickly show. There, in volume after volume and article after article, some of our most well-schooled and well-read journalists, novelists, academicians, ex-teachers, and just plain critics describe the evils of our educational system and discuss what should be done about them. The quality of the writing and the sharpness of the criticism vary from one author to the next, but the overall tone is one of uniform dissatisfaction with things as they are.

Despite the up-to-the-minute freshness of much of this writing, the fact that many people seem to be unhappy with current educational practices is not exactly new. Our schools have long been the target of critics from all walks of life. Moreover, it would be surprising if this were not so, given the centrality of schooling in the lives of our citizens and the complexity of the institution designed to perform this important service.

What *is* new in the current situation is a marked increase in the amount of criticism, reflecting a cor-

responding growth in the size of the critics' audience. What is also new and even more important in the current scene is a marked radicalization of the critics' proposals for change.

Until quite recently, the desirability of schools and of compulsory attendance by the young were more or less taken for granted by friend and foe alike. The aim of both, even of those who were most unhappy with the status quo, was not to do away with schools as we now know them, but somehow to improve their operation.

Now from a growing number of writers—including such prominent critics as Ivan Illich, Everett Reimer, John Holt, and the late Paul Goodman—the message is that improving what we presently have is not enough. Today's schools, so the argument goes, have outlived or outgrown their usefulness. They are institutional dinosaurs that should either be hunted down or allowed to sink of their own dead weight into the swamps of academia.

The aggressive brashness of such a charge, with its not-so-subtle promise of a good old-fashioned free-for-all between defenders of our schools and their attackers, is bound to generate excitement and to bring out crowds of onlookers. And, clearly, the school-is-dead argument has done just that. Its proponents appear on talk shows, testify before Congressional committees, are given front-page space in Sunday magazine sections, and are even in demand as speakers at educational conventions!

For those of us who work in these allegedly dead or dying institutions, living, as it were, like parasites ecologically tied to the fate of our dinosaur hosts, there is the serious question of what to do in the face of such allegations. Should we simply ignore them and get on with our work? Should we pause to reply? Might we, in a more hopeful vein, actually learn something from those who would have us go out of business and, armed with that new learning, return with even greater strength and deepened conviction to the task at hand? In my judgment, there is something to be said on behalf of each of these alternatives.

At first glance, the strategy of simply ignoring the deschoolers does seem a bit foolhardy, if not downright stupid. It brings to mind images of Nero with his legendary fiddle or of ostriches with their heads stuck in the sand.

How dare we ignore the enemy veritably clamoring at our gates? The answer, in part, depends on how serious we judge the threat to be, a judgment that requires a detailed examination of the critics' charges. If Rome is *really* burning or if the ostrich hunters are *really* nearby, then larger numbers of us had better turn from whatever we are doing and consider what should be done about the disturbance. This involves becoming critics of the critics, so to speak, an alternative about which more will be said later.

But even if the threat is real, the fact remains that we do have schools that have to be run as best we know how. No matter what the future holds, millions of students and the public at large are counting on us to perform those duties for which we are being paid. Teaching, if it is done well, and school administration, if it is done at all, are full-time jobs, requiring almost all the available time and energy of those who engage in them.

What with daily classes, preparing lessons, grading papers, attending meetings, consulting with parents, and all the other things he is expected to do, there is not much time left for the average teacher to man the barricades, even if the will and ability to do so were strong.

And most school administrators are in a similar fix. Even as I write this, during the final days of my

DESCHOOLING? NO! (continued)

What to Do Till the Undertaker Comes: a Schoolman's Reply to the School-Is-Dead Argument

summer vacation, I realize that it is a great luxury for me to have the time to turn my attention to what critics are saying about our schools and to compose, however sketchily, a reasoned reply. Next week, the demands of school administration will descend with a dull thud, and I will look back on this moment and this activity with a feeling akin to nostalgia.

The truth is that most of us who work in schools are (or should be!) too busy to be more than casually engaged in listening to the school-is-dead critics or in responding to what they say. Teaching is a serious undertaking, as is the job of administering a school.

If those who are engaged in these pursuits take their work seriously, they often find little time for anything else. Yet, there may be teachers and administrators who, for a variety of reasons, have energy and time to spare, or there may be persons from other walks of life, such as university professors, who feel sufficiently incensed to take arms, as it were, against a sea of troubles.

Theirs is the strategy of countercriticism or, if you prefer, counterattack. Fortunately for those of us who are interested in preserving our school system, the writings of most critics reveal weaknesses that seriously damage the force of their argument. The most blatant of these is surely to be found in the demagogic style that characterizes so much of the school-is-dead literature. The tone throughout is strident and at times borders on hysteria.

We are told that our present schools are little more than prisons or concentration camps for the young. Teachers (*all* teachers, presumably) are depicted as mindless and inhumane, and administrators are described as pigheaded and petty tyrants whose main purpose in life seems to be to keep the halls clean and the cafeteria running smoothly. Students, poor things, are crushed by their exposure to these horrible conditions and leave school much worse off than when they entered—with psyches destroyed, spirits sagging, and minds devoid of any true knowledge. It is enough to make the blood boil, which is precisely the intended effect of the authors who write in such a style.

It does not require much analytic power to discern the emotionalism and propagandistic aims of such prose. Hopefully, even the casual reader will take these qualities into account as he judges the critics' case. What does require closer analysis is the detection of flaws in the critics' logic or the scantiness of the evidence they present. Also, more than a casual reading is required to reveal deficiencies in the historical perspective of those who criticize today's schools and in the reasonableness of the alternative proposals they put forth.

Let us consider one or two quick examples of what such an analysis might yield.

Take, for instance, the following statement by John Holt that appeared in a recent issue of *Harper's Magazine* in an article entitled, significantly enough, "The Little Red Prison."

"Thus, as more people learn in school to dislike reading, fewer buy books from bookstores and borrow them from libraries. The bookstores close and the libraries cut back their services, and so we have fewer places in which people outside of school can have ready access to books. This is just one of the ways in which too much school works against education."

A grim picture, indeed. It makes a person want to run out and buy or borrow a couple of books while they are still to be had! But we must ask: It is true? *Are* more people learning to dislike reading in school? Is the sale of books *really* declining? Are libraries across the nation cutting back their services because of a shortage of interest in their wares? The answer, as all the statistics on publishing and library usage clearly indicate, is emphatically "No!"

Or take another instance, this one chosen almost at random from Ivan Illich's book, *Deschooling Society*. In attempting to analyze what he calls "the phenomenology of school," Illich offers his readers the following gem of syllogistic reasoning:

"School groups people according to age. This grouping rests on three unquestioned premises. Children belong in school. Children learn in school. Children can be taught only in school. I think these unexamined premises deserve serious questioning."

Indeed they do, Mr. Illich. But so does the logic by which the premises are said to lead to the conclusion: "School groups people according to age." We can begin with the assumption that Illich was referring not to the system of grades by which students customarily are grouped *within* school, but rather to the fact that children go to school and adults, for the most part, do not. School, in other words, segregates children from adults. Fair enough, but how does that fact "rest" on the premises? And, further, are the premises themselves seriously held by a significant segment of our population, including, incidentally,

our professional educators? Who among us seriously believes that children can be taught only in school?

Other instances of illogic or scant evidence or unreasonable assumptions are easy to come by in the writings of the deschoolers, but these two will have to suffice as illustrations of the kind of detailed criticism that must surely come if we are to take such writings and the proposals contained within them seriously. Some of this countercriticism is already beginning to appear in print, and more is bound to be written.

The chief danger in focusing on flaws in the deschoolers' argument is that such a strategy may blind us to the strengths that are also there. In our zest to prove them wrong, in other words, we may overlook the extent to which the critics are right. And, let's face it: There *is* basis for concern about what our schools are doing and how their operation might be improved. Perhaps, contrary to what John Holt contends, more and more students are not being taught to dislike reading by their school experience, but a goodly number *are*, and we should be worried about that.

Obviously our high schools are *not* the concentration camps that some critics would have us believe, but many students within them do feel constrained and bridled by their experience, and that fact should trouble us.

Certainly the vast majority of our teachers and school administrators are *not* the mindless and unfeeling creatures depicted by some of the less responsible attackers of our schools, but too many of them *are* halfheartedly engaged in what they are about, more concerned with the benefits of their position than with the services they perform. We cannot rest easy so long as this is true.

The list could be extended, but the point is already obvious: There is serious work to be done within our schools.

This brings us to the third and last of the alternative responses educators might presumably take in the face of the deschooling argument. The first was to ignore the critics and get on with our work. The second was to expose weaknesses in the critics' argument, to counterattack, so to speak. The third is to learn from the critics, not simply by having them reinforce our awareness of our schools' shortcomings, but by seeing where their efforts fall short of perfection and by trying to avoid similar pitfalls as we go about trying to improve our schools. Two such shortcomings are worthy of mention and serve well as examples of lessons to be learned from those who would bring lessons, as such, to an end.

As I study the contemporary critics of our schools, it becomes increasingly evident to me that most of them are animated more by a sense of what is *wrong* with our present system than by a conception of what education is all about and how it might proceed. They lack, in other words, a vision of the good in educational terms. What they are *against* is more evident than what they are *for*.

This same tendency, incidentally, is also apparent within the ranks of professional educators as they impatiently work to reduce the abrasiveness of schooling without pausing to give sufficient thought to the educational purpose of the institution. I plead as guilty as the rest in yielding to the natural appeal of such a tactic. After all, it is easier to put oil on squeaky wheels than to ask about where the vehicle is headed in the first place and to ponder the necessity of a change in direction. The danger, of course, is that by so doing we may create a smoothly running machine that is moving in the wrong direction or not at all.

And this is precisely the likelihood we face if we only ask: What is wrong with our schools and how can we correct those faults? In answering such questions, we may indeed produce conditions in which students and teachers are happier and more contented than is presently true, but will those happier and more contented people still be students and teachers in the educational sense of those terms?

Our goal, in other words, cannot simply be to eliminate the discomfort of schooling, though certainly there is much that should be eliminated. Nor can it even be simply to provide environments in which students are learning things they *want* to learn—a favorite image of many of the romantic critics. It must be to create environments—institutions, if you like—in which students are being educated, a different matter entirely.

This last point deserves elaboration, for it contrasts nicely with one of the major premises in the deschooling argument. Many of the more radical critics are fond of reminding their readers that education involves more than schooling—that it can occur in the absence of teachers and courses and classrooms and all of the paraphernalia that we have come to

associate with formal schooling. The same argument, incidentally, has recently been adopted as the slogan of several not-so-radical researchers and professors of education who use it to justify turning their attention away from schools and toward other institutions and agencies within our society that perform an educative function.

Now no one can dispute the truism that reminds us of differences between the concepts of education and schooling. Perhaps such a reminder needs to be presented more frequently and more forcefully today than in the past. But there is another truism that needs to be stated with equal force, for it often seems to be overlooked by friend and foe alike. It is that education, in addition to being more than schooling, is also more than learning.

John Dewey, more than any other educator with whom I am familiar, understood supremely both of the cautions to which I have now made reference: that the foundations on which to build a new and constructive view of schooling cannot simply be a reaction to the ailments of our present system and that education involves much more than letting students "do their thing" even when the latter results in significant learning.

Disturbed by the excesses of the reform movement carried out in his name, Dewey pointed out:

"There is always the danger in a new movement that in rejecting the aims and methods of that which it would supplant, it may develop its principles negatively rather than positively and constructively. Then it takes its clew in practice from that which is rejected instead of from the constructive development of its own philosophy."

And, in my judgment, this seems to be precisely what today's would-be reformers are doing. They are saying, in effect, "Here are the features of schooling that are unpleasant. Let us, therefore, make the absence of those features our goal in the design of alternate forms of schooling." The missing element, of course, is a conception of what the process of education leads *toward*, and this can only be supplied by an ethic and a psychology which are conjured in a coherent philosophy or *theory* of education.

The closest today's critics seem to come to such a conception is their insistence on individual choice and their celebration of man's natural curiosity and his desire to learn. Apparently, if unfettered by institutional constraints, the human spirit will spontaneously seek and achieve those ends that schools are designed to serve. Such is the hope, at any rate. Nor are the critics alone in holding to this belief. Even within our schools themselves a number of persons who call themselves educators seem to be arguing for such a hands-off policy.

Again, it is Dewey who blows the whistle of alarm better than most. Almost 50 years ago he wrote:

There is a present tendency in so-called advanced schools of educational thought . . . to say, in effect, let us surround pupils with certain materials, tools, appliances, etc., and then let pupils respond to these things according to their own desires. Above all, let us not suggest any end or plan to the students; let us not suggest to them what they shall do, for that is an unwarranted trespass upon their sacred intellectual individuality since the essence of such individuality is to set up ends and aims.

Now such a method is really stupid. For it attempts the impossible, which is always stupid; and it misconceives the conditions of independent thinking. There are a multitude of ways of reacting to surrounding conditions, and without some guidance from experience these reactions are almost sure to be casual, sporadic, and ultimately fatiguing, accompanied by nervous strain. Since the teacher has presumably a greater background of experience, there is the same presumption of the right of a teacher to make suggestions as to what to do, as there is on the part of a head carpenter to suggest to apprentices something of what they are to do.

Coming from as mild-mannered a man as Dewey, those are strong words indeed. Yet the fact that they are as applicable today as when they first were written suggests that the message they contain remains unheeded by many educational critics both inside and outside the schools. And, I suspect, a major reason why this is so is because to take Dewey's admonition seriously would entail an enormous amount of work and thought on the part of everyone connected with schooling.

It is no easy task to keep our educational purpose in mind while carrying out our day-to-day responsibilities in classrooms and administrative offices; in short, to blend theory and practice. To achieve that end requires nothing less than that each of us, again in Dewey's words, be "possessed by the spirit of an abiding student of education."

Such is the challenge that lies before us if we are to learn from our critics to sidestep some of the pitfalls into which they themselves appear to have fallen. Only then will we truly be able to respond with conviction to those who would claim that schools are passé. Moreover, if we are to avoid a tone of defensiveness and apology, our conviction must be voiced in the language of educational purpose. This means more than empty slogans cloaking an absence of thought, but, rather, a lively and tough-minded discourse that means what it says, that changes as schools change, and that mirrors the reality within them.

Our schools are neither dead nor dying, but neither, unfortunately, are they marked by a degree of vitality and energy that befits the grandeur of their mission. Paradoxically, and even ironically, the writings of those who would bury us may well stimulate such an infusion of new life. □

Inequality: A Reassessment of the Effect of Family and Schooling in America by Christopher Jencks and others—the just published book which challenges the theory that quality education can reduce socioeconomic inequality—will be discussed and analyzed in the December issue.

I Am Angry! I Am Appalled! I Am Furious!

—how to handle your anger constructively in the classroom

HAIM GINOTT, *adjunct professor of psychology at New York University and author of* Between Parent and Child *and* Between Parent and Teenager.

□ **I once asked a group of 500 teachers if they remembered** any lecturer in teachers college who said that children will often irritate them and make them angry and then told them how they could handle their anger constructively.

None of the teachers had had such instruction.

One teacher replied: "The fact that no one acknowledged the problem told us a great deal. It told us that a good teacher never gets angry."

I then asked: "How many of you don't get angry at least once a day?" No one raised his hand. All of them knew anger. Many confessed feeling guilty about being angry. Some felt unfit for their calling because of the anger children provoked in them.

The realities of teaching—the overloaded classes, the endless demands, the sudden crises—make anger inevitable. Teachers need not apologize for their angry feelings. An effective teacher is neither a masochist nor a martyr. He does not play the role of a saint or act the part of an angel. He is aware of his human feelings and respects them. Though he cannot always be patient, he is always authentic. His response is genuine. His words fit his feelings. He does not hide his annoyance. He does not pretend patience. He does not demonstrate hypocrisy by acting nice when feeling nasty.

An enlightened teacher is not afraid of his anger, because he has learned to express it without doing damage. He has mastered the secret of expressing anger without insult. Even under provocation he does not call children abusive names. He does not attack their character or offend their personality. He does not tell them whom they resemble and where they will end up.

When angry, an enlightened teacher remains real. He describes what he sees, what he feels, and what he expects. He attacks the problem, not the person. He knows that when angry, he is dealing with more elements than he can control. He protects himself and safeguards his students by using "I" messages.

"I am annoyed," "I am appalled," "I am furious" are safer statements than "*You* are a pest," "Look what *you* have done," "*You* are so stupid," "Who do *you* think *you* are?"

- When Mr. Hunt, the fourth grade teacher, saw his classroom in disarray, he said, "I see books scattered all over the floor. I am displeased and angry. Books do not belong on the floor. They belong in your desks." The teacher deliberately avoided insult. ("You are such slobs! You mess up everything in this class. You are so irresponsible.")
- A fifth grade class was rambunctious. The teacher consciously avoided insult and attack. ("You are like wild animals.") Instead, he stated firmly, "I get incensed when exposed to high-decibel behavior." The noise subsided. The discussion focused on the meaning of his statement.
- When Mrs. Brooks, the kindergarten teacher, saw five-year-old Alan throw a stone at his friend, she said loudly, "I saw it. I am indignant and dismayed. Stones are not for throwing at people. People are not for hurting."

The teacher intentionally avoided insult and shame. "Are you crazy? You could have injured your friend. You are a cruel child."

- Two boys made bullets out of bread and threw them at each other. They messed up the room. "I get angry when I see bread made into bullets," said the teacher. "Bread is not for throwing. This room needs immediate cleaning." Without a word, the boys cleaned up the room. This teacher deliberately avoided attack and insult. ("Clean it up now! You are not fit to live in a pigsty. I want to talk to your parents about

This article is drawn from Dr. Ginott's most recent book, *Teacher and Child*. Reprinted with permission of the Macmillan Company. Copyright © 1972 by Congruent Communication Incorporated.

your extremely disgusting and messy behavior!")

• During a cleanup period in kindergarten, the teacher was helping the children put away their blocks. Dora left her pile untouched and refused to help.

"Dora, there are still some blocks to be put away," said the teacher.

"I don't have to put them away if I don't want to," Dora replied.

"The rule is that blocks are to be removed during cleanup," the teacher said firmly.

"You clean them up," answered Dora. "I won't do it."

"Now I'm angry," said the teacher sternly. "I think we'd better terminate this conversation."

Crying, Dora said: "Please, Teacher, don't 'terbidate' the conversation. I'll remove the blocks."

"I'd appreciate it," the teacher responded as Dora went to work.

The teacher was firm and effective. She stated her demand without hesitation and insisted on it without insult. Neither did she indulge in lengthy explanations. Instead, she expressed her feelings and clarified her expectations.

When teachers are angry, children are attentive. They listen to what is said. Teachers have a unique opportunity to demonstrate good English. They can use their rich supply of English expressions to give vent to all nuances of anger: They can be uncomfortable, displeased, annoyed, irked, irritated, frustrated, aggravated, exasperated, livid, provoked, incensed, indignant, aghast, irate, angry, mad, furious, and enraged. They can be full of consternation, ire, and acrimony.

There are many more expressions of anger. Learning to use them is not easy, for the native tongue of lost tempers is insult. Yet, the salvation of communication between teacher and child depends on learning to express nuances of anger without nuances of insult. In learning this new method, teachers have a head start. Style flows from attitudes. Most teachers have the right attitudes and concern for children. All they need is a style of communication that demonstrates this concern.

Every teacher can develop an aversion to words that humiliate, acts that pain, and gestures that degrade. Even when enraged, a teacher can avoid the dictionary of denigration. These self-imposed restraints do not bring blandness of expression. On the contrary, they enhance a teacher's style. He learns to rely on a different tongue, one that voices anger vividly, fearlessly, and harmlessly. A teacher's motto is: Indignation—yes! Indignity—no!

As one teacher put it: "Even in anger, I don't yield to sadism. I say to myself: You can make no gains now, but you can minimize losses! Make sure that inevitable ruptures are not irreparable."

Some teachers say, "Life is hard and full of insult. We must prepare children to cope with it by giving them a taste of insult in school." It is true that modern life is often very much of a rat race. People struggle to be first in line; they push, wrestle, insult, and lie.

Do we want to prepare children for such life? No. On the contrary. We need to tell children that rat races are not good for people. We want schools to be not a replica of, but an alternative to, raw reality. Such a school needs teachers with sophisticated sensitivity and effortless empathy.

The creed fit for a teacher was best expressed by E. M. Forster: "I believe in aristocracy . . . not an aristocracy of power, based upon rank and influence, but an aristocracy of the sensitive, the considerate, and the plucky. Its members are to be found in all nations and classes. . . . They represent the true human tradition, the one permanent victory . . . over cruelty and chaos." □

"I know he isn't doing at all well in school when my husband can still help him with all his homework."

NO DISCOUNT FARE TO THE FUTURE

The Honorable **JACOB K. JAVITS,**
United States Senator, New York.

□ **A teacher in ancient times once** stated that he who does not increase knowledge decreases it. What an admonition to educators—that the mere holding of the line is a retreat!

Fortunately, education is doing much to meet the challenge. The rate of illiteracy has dropped, more and more young Americans are continuing their education beyond high school, and the scope of learning has broadened. It has been observed, for example, that a high schooler today has as good a grasp of the sciences as a college student of a generation ago.

Education merits our salute not just because it is going forward to meet the challenge but also because it is not satisfied with what it is doing. Teachers everywhere seek more training; administrators search for better methods; and the new is not necessarily accepted as better because it is new, but is tested and tried just as the old is retested and reevaluated.

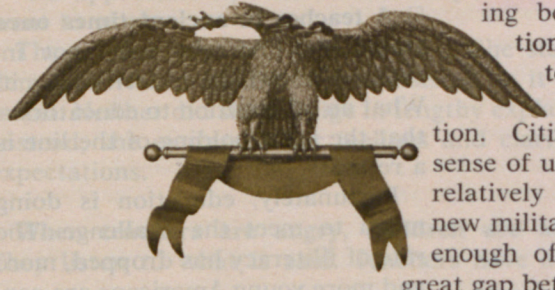
Educators recognize that widespread public discontent with the schools is not without base or merit. They seek to root out the cause of the malaise.

The establishment of the Na-

tional Institute of Education to focus and expand the national effort in educational research and experimentation reflects growing awareness of the fact that putting financial resources into our schools, while vital, is not enough—also pressing is the need to understand the effects of education and to guide its outcome. As the President pointed out in his March 1970 message on education reform:

"We must stop pretending that we understand the mystery of the learning process or that we are significantly applying science and technology to the techniques of teaching—when we spend less than one-half of 1 percent of our educational budget on research, compared with 5 percent of our health budget and 10 percent of defense."

I am told that whereas it takes six years for a concept in military technology to move from the drawing board to actual operation, it too often takes up to 25 years to do the same thing in education. Citizens understand the sense of urgency that impels the relatively rapid acceptance of new military knowledge, but not enough of them appreciate the great gap between acceptance of an educational concept and its effective implementation in the schools. Citizens need to feel a sense of urgency in this regard, too.



This is an age for education where the supply of questions exceeds the reservoir of easy answers and unassailable solutions. This, too, can mark the path of progress.

The federal government, for its part, is beginning to recognize that contributing less than a tenth of the cost of the nation's elementary and secondary education is manifestly insufficient. There is little disagreement that the federal government's contribution to schools must be considerably greater in the very near future, more in the area of one-fourth to one-third of the cost.

Educators do not need a sermon from a U.S. Senator to tell them that the schools face a financial crisis. Of course, our schools have always faced financial crises, and perhaps this unfortunate fact might dull the senses of some. But several developments contribute an added dimension to the crisis in financing education today, developments unlike the perennial threats education has experienced in the past. These include: recent court decisions in California and other states declaring the present system of financing school systems discriminatory and therefore unconstitutional; the limitations in use of the property tax both as a result of these decisions and of the laws of economics: the new militancy of teachers, resulting in increased salary and employment demands; rising school costs due to inflation; and often-justified citizen demands for excellence in education.

To be sure, many very complex difficulties must be overcome in drafting a workable proposal for a substantial federal contribution to local education costs. For example, how can funds be most equitably distributed? What is the best way to account for local and state tax efforts? How can government provide equal funding for districts and also provide for particular education needs, such as the needs of the disadvantaged or the handicapped?

But even these problems can be solved. The enactment of the Elementary and Secondary Education Act in the spring of 1965 illustrates that the "impossible" can be overcome. But it cannot be overcome with rhetoric or with well-written formulations which do not involve the spending of money.

While money is assuredly not the whole answer, the fact remains that there is no cheap ticket to educational excellence, no discount fare to the future. The nation must, therefore, resolve to combine our national will with our national resources to meet these new challenges. We can ill afford to do otherwise. □

Shall We Dance?

FREDA BRADLEY, *elementary music teacher, Washington Elementary School, Fayetteville, Arkansas.*

□ **"Hey, Mrs. Bradley. Look at the song on page forty-four.** We can square dance to it. Can we dance? Please, Mrs. Bradley!" The child's voice reflected excitement over the possibility of using the song we had learned in this way.

I hesitated. Why do I avoid square dancing now, I wondered. When I began as an elementary school music teacher a number of years ago, I had enjoyed teaching dances. It had been fun to watch the fifth and sixth graders moving with pleasure to music we enjoyed, fun to share their excitement at this type of activity. Why was I doing it less and less?

There were reasons, I thought. Among them was the discouraging experience in one school system of a particularly unkind note from a parent about the evils of teaching dancing at school. (In that community, the superintendent had urged that we refer to this activity as "rhythm games.") Then, too, a few years ago a respected teacher at the University had influenced me by suggesting that the desired outcomes of square dancing were really more in keeping with the objectives of physical education than of music. Or could one reason possibly be that, as I was getting older, the predictable noisiness of the activity made me omit it from my lesson plans? After all, the business of selecting partners always caused much giggling and many loud remarks about who would or would not make a desirable partner.

"*Please,* Mrs. Bradley." This time a chorus of voices was begging.

"Well, all right, if you'd like to, we'll take time for that today," I heard myself saying. Let me think, what is the best way to go about choosing partners? Oh, yes, I remember. What seems to work best is for the girls to number off and then the boys and for those with matching numbers to be partners.

I explained the system and assured the children that they would get more fun out of seeing who had the same numbers than they would from having to choose. But just as I was promising that we would change partners often, I realized with dismay that there was more to it this year. Now, as I looked over my class, I began to feel color-conscious, for we had recently integrated the elementary schools in our southern community, and sitting before me were twenty-five white children and five black. Because of years of separation, we were unaccustomed to the physical contact between black and white that would be necessary to swing our partners in the dance. How should I proceed?

So far that year, our integration had gone very well. Most of the teachers and most of the parents, both black and white, were determined to see that we could live together and benefit from education together. Under the guidance of our principal, things were going smoothly. All of us were proud of having avoided the misery other communities had gone through in this process. But who could tell what minor incident might suddenly inflame hidden feelings and damage everything we had so carefully worked for?

Could I risk the unhappiness that might befall one of the black children if some white child should actually refuse to be his partner? And why was I thinking a white child would have to be the one who would refuse? Maybe blacks wouldn't care to touch whites. Would someone suffer hurt and humiliation? Could I just let the blacks be partners with each other?

As I asked myself this last question, I knew I could never handle things that way. Segregation maintained within a building would be far less fair than having the blacks openly in their small school on the hill above the only area in town where they had formerly been allowed to live. I must remember: There are only children in this room—my pupils, classmates all.

Yes, I was committed to the square dance; I couldn't back out now. And I must keep all hint of apprehension from my voice. The children numbered off. I began to call: "Ones, please go to the back of the room and get ready to make your squares." Two whites got up giggling, pleased to have each other for partners. "Twos, please," Two more whites. Finally I reached nine. As I called, a very shy black boy began to rise. His look told me that he feared the same thing I did when he saw one of the popular white girls also begin to rise. Both hesitated, and I stood there with a feeling of helplessness, praying that I could depend on both of them to extend friendship and acceptance. I could not demand brotherhood. I could only hope that, somehow, in their ten years of life, they had found what they needed to accept each other at that moment. Then they smiled at each other and casually joined the rest of the dancers—just two people who happened to draw each other for partners.

We danced and danced. We changed partners often. We changed music. No one thought of black or white. We were just a teacher and a group of fifth grade boys and girls having fun to music in a classroom in a changing South. □

This true story won first prize in the 1972 Today's Education Teachers' Writing Competition. Prize funds were supplied by the Reader's Digest Foundation. For the names of other prize-winners, see page 65.

As painted in census tables and charts,

The Picture of America

provides valuable teaching material.

CHARLES E. JOHNSON, JR., *chief, Education and Social Stratification Branch, Population Division, Bureau of the Census, U.S. Department of Commerce.*

□ **The 1970 Census of Population supplies basic facts** that will provide the nation's educators with valuable teaching material. The picture of America, as painted in census tables and charts, is a colorful canvas with brushstroke details well worthy of study.

Ben Wattenberg and Richard Scammon explored the thousands of pages of 1960 census reports in the preparation of their spirited book, *This USA.* In that volume Wattenberg explains his conversion to statistics as follows:

"When I was a college student, English majors had a low opinion of sociologists. Their discipline seemed to be grounded in statistics, to be based on charts and graphs; ours, if English majors can be said to have a discipline, was less rigid and went far deeper, we believed. There was more human truth, we knew, in Shakespeare or Hemingway than in all the sociological tomes ever written. Statistics were dry and dull and lacked humanity. Statistics could not sing or cry out or talk, instruct us, except crudely, or convince us. I have learned otherwise . . . there has been considerable adventure . . . in progressing page by page through the census reports. . . . Reading statistics, I discovered, can be as exciting as reading fiction. The investigation of . . . census material[s] . . . [made me an] Author in Wonderland and ended up . . . as an intellectual adventure of the first magnitude."

There is much to be learned about our diverse and constantly changing country from the 1970 census statistics. An army of census takers collected data from nearly 205 million Americans—the most enormous fact-finding operation in the history of mankind.

At first glance, the 1970 census questionnaire looks as complicated as if it were printed in Chinese. (And some were printed in that language to enable Chinese-Americans to complete the forms more easily.) But the public readily interpreted the questionnaire despite all its complexities and cooperated in quickly completing and returning the forms to the Census Bureau for processing by computers which work tirelessly, seven days a week, 24 hours a day, tabulating the data.

The questionnaire did not impose a burden on the public. Eighty percent of the population had only to answer questions concerning their name (which is, of course, kept confidential), relationship to the head of the household, race, age, sex, and marital status. Some housing questions, too. That's all. A 20 percent sample of the population supplied the data needed to complete the statistical portrait of the nation—the socioeconomic information.

Census Day was April 1, 1970. April Fools' Day. Mark Twain once said, "April Fools' Day is the day upon which we are reminded of what we are on the other 364." But the Census Bureau used that day to find out how many people live on the 3.5 million square miles of our country, who they are, and in what direction they are heading.

On April 1, 1970, there were nearly 205 million Americans. However, the number has not remained constant. A new baby is born every 8.5 seconds in the United States, and a death occurs every 16.5 seconds. A new immigrant arrives each 79 seconds, and someone leaves the country to take up residence in a foreign land every 23 minutes. The net effect of these changes is an increase in population of about 250 persons every hour. Today, the population of the country is over 209 million.

The first county in which the Census Bureau completed the count in 1970 was Wells County, North Dakota. Fewer people lived there in 1970 than in 1960—a typical development for a rural area as rural residents continued their exodus from farms during the 1960's.

The United States is becoming an urban nation. Seventy-four percent of the population now lives in urban areas. America has changed from a country of farms and small towns into a nation of cities and metropolitan areas. Three out of every four Americans now live in urban areas, and among these, four out of five live in or around cities of 50,000 or more people.

Some might think that the most urban state in the country is in the Eastern part of the nation, the site of the massive metropolitan cities. But that's not so. Most urban of the states is California, where more than 90 percent of the people live in urban areas. In fact, in only two states do more than half of the people live in rural areas, and both are in the East—Vermont and West Virginia.

The South, traditionally the most rural of the country's four major regions, is becoming urbanized

Mr. Johnson spoke at greater length on this topic at the Census Bureau's Seminar for Educational Publishers, Editors, and Writers in Washington, DC.

at a faster rate than any of the other regions. Some people tend to think of the South as an underdeveloped, sparsely populated area, composed of farmers, poor people, and uneducated Americans, but the 1970 census shows that this picture is quite distorted.

More people call the South home than any other region of the country. Moreover, during the 1960's, a reversal occurred in the historic migration away from the area. For the first time in many decades, the South made a net gain through migration into the area. A vast influx of whites accounted for the reversal as nearly 2 million of them moved to the South in the 1960's. Blacks, who used to live primarily in the Southern states, are now about as likely to reside outside the South as in it. During the 1960's, there was a net emigration of nearly 1.5 million blacks from the South.

Industrial and economic development in the area is moving at a faster rate than in the rest of the nation, and the educational level of Southerners is rising rapidly, too.

Even though the United States is becoming more urban, all of our large cities are not growing, although their surrounding suburban rings may be. In fact, of the six largest cities in the nation, three (Philadelphia, Chicago, and Detroit) lost population during the period from 1960 to 1970. However, cities are not dead by any means. Twenty-six cities went over the 100,000 population mark for the first time between 1960 and 1970.

The greatest metropolitan growth in the 1960's occurred among the metropolitan areas of intermediate size—those with a population of 1 to 2 million, such as San Jose, Houston, and Atlanta—where the average growth rate of 27 percent was more than twice the average growth rate of the nation's largest metropolitan areas.

Americans are highly mobile. Many people move to new states in search of jobs or sunshine or adventure and romance or rest and peace.

California and Florida both attract a lot of people, but migration is not all one way, and people from those states do move to others. However, 2 million more people migrated into California than out during the decade 1960 to 1970, and Florida had a net migration gain of more than 1 million.

Popular stereotypes might lead one to think that the state which lost the most people through emigration would be one in the South or the Great Plains. But that was not so. Pennsylvania lost more population this way than any other state during the 1960-1970 decade.

Citizens of the nation moved a little closer together during the 1960's because population increased until there were 57 people per square mile in the United States. Of course, distribution of population was not uniform. Density ranged from more than 950 persons per square mile in New Jersey to only one person for every two square miles in Alaska.

Coastal areas attract many people. In 1970, more than half of our population lived in a county located within 50 miles of one of the nation's coastlines (including the Gulf and the Great Lakes coasts). And about one-sixth of the entire population, over 26 million persons, lived in the megalopolis extending from Boston to Washington, DC.

Answers to the census question on age showed that Americans as a whole were somewhat younger in 1970 than in 1960. The median age of the population declined from 29 to 28 years, and the number of persons 14 to 24 years old increased from 27 to 40 million. The high school age population increased by nearly 50 percent during the decade, and the college age group grew by nearly 60 percent.

Even with these tremendous increases in the number of young adults, future population projections do not show any lowering of the average age. The census data show as many people old enough to be on Social Security as young people who will be old enough to vote for the first time in 1972.

Two age groups had fewer people in 1970 than in 1960—those under five years of age (because of the declining number of births) and those 30 to 39 (the remnants of that group born during the Great Depression). Every other age group had more people in 1970 than in 1960.

The census questions on marital status and family relationship will help get some facts straight about family life in our country. Contrary to some published accounts, the family is not disappearing from American life to be replaced by communal living arrangements. Over 90 percent of the 18- to 24-year-olds are living in families, either their own or that of their parents. Among young men of this age, around 30 percent are heads of their own families and about 60 percent live with their parents or other

relatives. Nearly 45 percent of the young women of this age are married, and a similar percentage still live with their parents. Only about one half of one percent of these young adults are living in group quarters.

How about those volatile young men, 20 to 24 years old? What radical life-styles have they adopted? The census data show that nearly 90 percent of them are in the labor force and most of the remaining 10 percent are attending school.

Is marriage disappearing? Among persons 35 years old and over, only 6 percent have never married. However, there have been some recent increases in the percent still single among younger adults, and the median age at first marriage has been rising.

These results may reflect an increasing tendency to delay marriage until later years. But this change may also reflect a tendency for more of today's young people to remain single for their entire lives. Another possible reason may be that more and more young people are continuing their education past high school and delaying their entrance into the labor force and their marriage date.

The sample questions in the census showed a tremendous growth in school enrollment in the past decade. Ever-increasing numbers of children kept enrolling in nursery school, kindergarten, elementary school, high school, and college. Despite the decreasing number of births in the 60's, nursery school enrollment more than doubled to a total of 1 million pupils. Elementary and kindergarten enrollment increased by 5 million to a total of 37 million, and high school enrollment also grew by 5 million to a total of 15 million. And the number of college students more than doubled to a total of more than 8 million.

Indications are that elementary school enrollment will drop during the next decade because of the declining number of births. However, high school enrollment is expected to increase until the mid-70's before declining, and college enrollment is expected to grow by 3 million more students during the 1970's.

Among youngsters of college age, the percent enrolled in school increased from less than 30 percent in 1960 to 40 percent in 1970. This figure is expected to reach nearly 50 percent by 1980.

Only enrollments in parochial grade schools and high schools declined in this period.

The increasing proportions of youngsters completing high school and enrolling in college led to a considerable education gap between the generations. For example, a comparison of the education level of 20- to 29-year-olds with that of 55- to 64-year-olds shows that the younger group were twice as likely to be high school graduates and twice as likely to have completed some years of college.

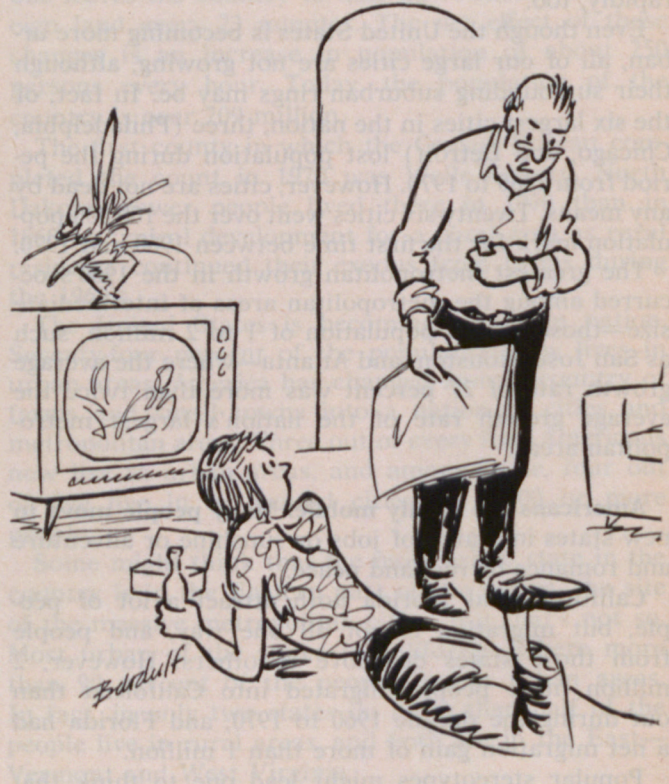
College students of today are not the offspring of an educational elite. Although it is true that children of parents with a college education are more likely to attend college than those whose parents did not, nearly 60 percent of the college students in 1971 were from families in which the head had not completed even one year of college.

Moreover, these students were as likely to be from families in which the head had not completed high school as from families where the head was a college graduate—around 25 percent in each category. Among blacks in college in 1971, nearly 80 percent were from families in which the head had completed no years of college, and almost 60 percent were from families where the head was not a high school graduate.

Black enrollment in college is increasing at a faster rate than white enrollment. Between 1964 and 1971, the number of blacks in college increased by 191 percent to a total of 680,000 black students. White enrollment increased by 70 percent in that period.

Census data give an accurate, realistic portrait of America, providing the current facts and the long-term trends. The statistical profile of America as outlined by census statistics can provide the nation's schoolchildren with information on social history and current events which are soundly based on fact, not on fantasied opinions. □

◆ *Color motion pictures and booklets (appropriate for secondary students) describing the American people as of the 1970 census are available from the Bureau. For information, write: Office of Public Information, Bureau of the Census, Washington, DC 20233.*



"Do you think you ought to be watching that movie? It s over thirty years old."

NEA President Catharine Barrett and James W. Becker (right), director of Instruction and Professional Development, discuss cable television with Michael W. Jones, audiovisual technician.

THE ENIGMA OF A THOUSAND AND ONE CHANNELS

This Special Feature on Cable TV is presented as a part of NEA's Goal for Professional Excellence.

CATHARINE BARRETT, NEA President.

☐ **Educators are intrigued by the potentialities of** cable television. We're excited about what we're finding and are even *staggered* by the promises of cable technology:

- Its almost unlimited channel capacity (25, 40, 60, 100, and someday 1,000 channels—Who can predict?)
- Its two-way potential (interaction with students at home, opinion polls by TV, and the like). One day, you may be able to talk back to your TV set!
- Its greatly increased capacity for local services and for reaching the previously unreached, and for

bringing many aspects of the world readily into the classroom (communications vehicle for minorities; neighborhood newspaper of the air; community information services; programs that enable teachers and doctors to keep abreast of developments in their fields).

- Its broadband* communications possibilities (facsimile transmission, meter readings, shopping at home, electronic mail delivery, data transmission and retrieval).
- Its enormous capacity for carrying information —10,000 times greater than the telephone.

But we're frustrated by the restrictions that both the Federal Communications Commission (FCC) and local municipalities have placed on the use of the medium for schools and libraries.

We're discouraged (a) because there has been no long-range policy nationally for cable's orderly development and (b) because the public has not been included (or involved) in the decision making about cable's future in their communities, including the determination of the services the public wants from cable.

Community antenna television (CATV)— commonly known as cable TV—has been called a cavernous communications highway. With TV signals coming to us now via cable rather than over the airwaves, cable becomes not just television as you and I have known it but an entirely different medium—a new communications system for our communities and possibly for the nation.

CATV started out as a way to improve television reception where the television signals were unsatisfactory or too few. Cable offers clear, ghost-free reception in remote areas or in difficult-to-receive urban centers. As cable television expanded, its resemblance to an iceberg became evident: The part *under* the surface (local origination and broadband communications services for our communities) was actually more significant than what appeared above the surface (the importation of distant signals). Television became the excuse for laying the cable, but once homes were wired up, a whole new communications system opened up because of cable's enormous capacity for carrying information. Thanks to cable TV, the day of the electronic home is drawing nearer.

Cable TV franchises are awarded at the local level by city or county councils, not by the FCC as in the case of TV broadcast channels. To date, the situation around the nation in the awarding of franchises can be characterized as:

- A land rush for channels. (Cable has been called, in fact, the Gold Rush of the 70's because of the huge profits cable operators will eventually derive from rental of channels, advertising revenue, profits from business, entertainment and pay television, as well as from the transmission of distant signals.)
- Massive lobbying of public officials wielding considerable political influence.
- The buying up of local franchises by out-of-state conglomerates (absentee landlords).
- Municipalities going it alone and having little or no coordination with surrounding communities.
- The unregulated proliferation of CATV for commercial purposes.
- Too few channels for schools and public use.
- Haste in awarding franchises—awarding them without adequate public discussion of the issues, options, and alternatives.

What happens to cable in your community this year and next will have a profound effect not only on your political and educational systems, but also on whether or not minorities will have access to this newest communications technology and whether or not cable TV will become a *new* communications voice rather than a rerun theater for commercial TV.

What should the local education association and other community- or education-oriented groups be doing about cable?

Cable TV is coming to your community. Make no mistake about it! We would urge you, therefore, to take these action steps:

1. Find out the status of cable TV in your community. Has a franchise already been granted by your city council or town government? Is one pending? Have hearings been held?

2. Obtain a copy of the franchise or ordinance from your city attorney. (Write to NEA Instruction and Professional Development, NEA Center, for criteria to use in evaluating franchises.) Analyze it to determine answers to these questions:

- How many channels will the operator be required to install? Is he required to serve all sections of the community?
- How long is the term of the franchise?
- How many channels have been allocated for schools and the public? (The NEA recommends that at least 20 percent of the channel capacity of all cable systems be set aside for "educational, municipal, and other public purposes." In the 100 largest TV markets, FCC requires that cable operators reserve one channel free of charge for a five-year period for the use of education, plus one channel for government use and another for the use of the public. What the

*The FCC uses the term *broadband* to describe the multichannel capacity of cable systems; e.g., data transmission, burglary alarm systems, shopping at home, facsimile of morning newspaper.

operator does beyond these minimum requirements is up to the community.)

- Is the operator required to produce local programs?
- Does the franchise require the operator to have local studios for program production? Will these be made available to you for school and association programs?
- Is the community involved in program decisions?
- Are free drop-in lines provided to each school from the cable trunk line?
- Is it possible to connect your cable system with neighboring systems so that programs you produce can be available to suburbs as well as to the inner city?
- Has money been set aside in the franchise for school and public program production? (The NEA's current resolution on cable TV urges that a percentage of the cable franchise fee which the community receives from the cable operator be set aside for school and public access programming.)

3. Hold town meetings to create a public awareness of the issues and the merits and limitations of specific franchises under consideration by the city council.

4. Organize a community group or coalition of public interest organizations to advise your municipal government on cable television franchising and on the needs of your community. The local association can do much to begin to educate the community as to the nature and potential of cable TV. (At the national level, NEA has taken the leadership role in mobilizing national organizations to protect the public interest in cable developments. A nationwide coalition, Publi-Cable, has been formed and now consists of 200 members representing 115 national organizations each having local affiliates. You might want to write to Publi-Cable for information as to how to proceed in forming a local coalition and for a copy of its position paper. (Order copies from Publi-Cable, 1201 Sixteenth Street, N.W., Washington, DC 20036.)

5. Talk things over with your cable operator to impress upon him the school and public needs for drop-in lines, channel space, program time, studios. Many communities have already launched cooperative undertakings with cable operators. And in many communities cable operators have been most cooperative in making these provisions available to the schools. Some schools have worked out shared services with the cable operator.

6. Consider the advisability, in the event a franchise has not already been granted, of banding with other nonprofit groups and applying for a *nonprofit* community-owned CATV operation. This will necessitate formation of a public cable corporation, with profits reverting to the community for programming and/or for educational and cultural projects within the community.

7. Once you obtain channels, it is important that you *use* them because if you don't, you may *lose* them. The FCC rules have given educators a five-year developmental period to get programs under way. The FCC has stated that after this period the Commission will be in a more informed position to determine, in consultation with state and local authorities, whether to expand or curtail the free use of channels for such purposes or to continue the developmental period. The Commission added in its rules, "The potential uses of the educational channel are varied. An important benefit promises to be greater community involvement in school affairs."

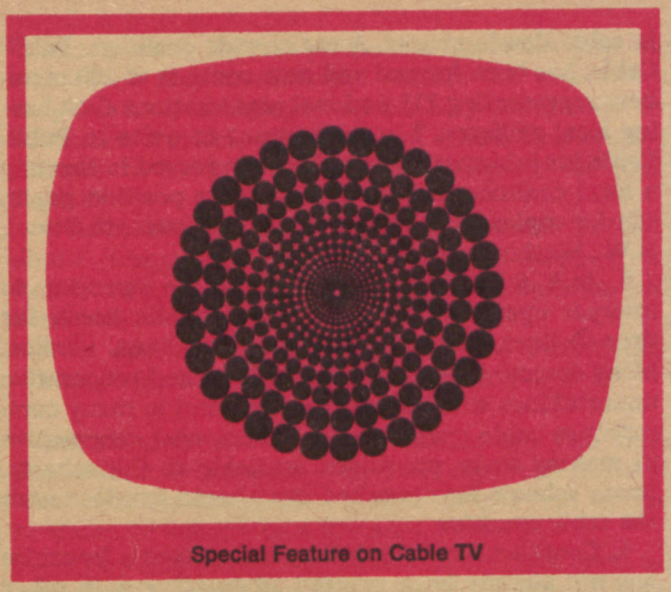
In Connecticut, Rhode Island, Vermont, New York, Nevada, and Hawaii, the regulation picture is moving to the state level. In some states, franchises are now being awarded by state public utilities commissions or public service commissions. It is important, therefore, for both state and local associations to become involved in the decision-making process so as to insure that decisions about cable are not made in smoke-filled rooms but out in the open for all citizens to hear and be heard.

No city, county, or state government should award a contract for franchise until after the people of the community have had adequate opportunity to become informed about the nature of cable television, about its programming potential, and about its ultimate meaning to them as persons and as citizens. □

WHAT IS CABLE TV?

Cable television (CATV), originally *community antenna television,* is a transmission system that carries television signals over wires, underground, or on utility poles from specially built high antennas and head-end control centers to those homes, schools, offices, or other receiving locations that are linked to the cable system. Following the same principle used by master antennas serving hotels, apartments, and offices, CATV provides, via cable, high-quality signals to the television sets of an entire town or even a large city.

Unlike VHF and UHF transmission, which goes through the air and can be received by TV sets within the reception range of station transmitters, cable TV is a wired system for which a monthly fee is paid for the connection of TV sets to the cable network. (It differs from pay TV, for which fees are paid to receive certain programs, usually through a device which "unscrambles" the signal.) Once individual homes or schools are wired into a cable system, the potential exists for the delivery of a wide variety of electronic communications to the home or school and with possible two-way communication as well.



Special Feature on Cable TV

EVERYBODY'S TALKING ABOUT CABLE

MICHAEL MOLENDA, *assistant professor, School of Education, Indiana University, Bloomington.*

□ **While he was working toward his dream of a tele**graph without wires, Guglielmo Marconi would have laughed at the irony that only a half century later telecommunication *with* wires would again be all the rage among engineers, business investors, even educators.

To Marconi and the other electrical tinkerers of the early twentieth century, it was a great goal one day to be able to send messages over long distances without the need of wires. So they invented radio and, later, television. But all the while the fact remained that many more messages could be sent—much more clearly—through electrical cable than could be broadcast over the airwaves.

Until recently, the cheapness of over-the-air broadcasting overshadowed the greater capacity and precision of cablecasting. But color television suddenly created a mass demand for the brightest, sharpest possible picture; and rapidly expanding military and civilian communications needs have spurred an urgent search for new ways to provide television, and thus release the crowded airwaves for government use.

In response to these demands, a new industry currently known as cable television has sprung up. Over the past two or three years, this third force in American mass communications has really captured the imaginations of investment bankers, foundation executives, researching professors, community activists, and a few avant-garde public school teachers and administrators—as well as the worried mass-media barons. Volume after volume of erudite future projections about cable TV have poured from the typewriters of journalists and statistics-spouting scholars. It looks as though cable TV is going to become a major new medium, and everybody is talking about it. Unfortunately, however, hardly anyone is doing anything to bring to fruition the admittedly great *educational* potential of the emerging broadband communication systems. Some 2,800 cities and towns currently are being served by CATV systems. No one keeps accurate statistics on educational usage, but recent surveys conducted by the National Cable Television Association suggest that precious few schools are profiting from the highly touted cable services.

Typically, only a fraction of the school buildings, if any at all, are tied into existing CATV systems. In many cases, the nearest educational television station is not even carried among the 8 or 10 channels relayed to subscribers. Finally, of the 2,800 operating systems, only about 300 carry any kind of locally originated programming on a regular basis, and only a well-known handful of these transmit special locally produced *instructional* fare.

For the past several years, assisted by a federal

grant, educators in Willingboro, New Jersey, have been using the cable to beam preschool education into homes and to involve parents at home in school goings-on. In Moab, Utah, videotape is used to record educational television lessons off the air and then to replay them over wire at a time more convenient for local classrooms.

A number of universities, including some in upstate New York and South Carolina, offer regular credit courses over cable; in some cases, students can ask questions of the teleteacher by means of the cable's talk-back capability.

The important point, however, is that after 20 years of slow growth and several years of intensive public and popular attention, the CATV systems of this nation still serve only a miniscule fraction of the potential educational audience. The figures have not changed dramatically despite widespread acclaim of "the wired nation," in which potentially hundreds of channels of information might be available to learners at school or at home and in which they could interact with their television sets by means of computerized response systems.

Much of the acclaim was fomented by the decision of the Federal Communications Commission early in 1972 to step in and regulate the granting of CATV franchises all around the country. Besides requiring that all future systems carry the *local public broadcasting station* and *reserve one channel* for use by local educational authorities, the Commission attempted to set forth signal carriage regulations that would encourage faster growth of cable TV without crippling the broadcast television industry. Unfortunately, performance has not quite lived up to hopes. Today only about 10 percent of all homes are hooked into the cable, and under the present arrangement that number may never exceed about 30 percent, although the more optimistic predict up to 60 percent by 1980.

Of course, if schools wanted the advantages of cable TV, they could build their own closed-circuit plants as Hagerstown, Maryland, did in the early 1950's. The cost, though, would run into the tens of millions of dollars in the major cities. The beautiful thing about CATV is that it provides, in effect, a closed-circuit network *without costing the taxpayers a cent.* It is financed by risk capital provided by investors and supported by subscribers who voluntarily choose to use the service.

The agenda for educators begins with getting the CATV systems built. Nothing happens until the wires are strung. And if you live in or around one of the larger cities in the United States, the chances are that your cable TV system has not yet been started. In fact, according to the 1971-72 *Television Factbook*, 28 cities in the 50 largest television markets still have no CATV system in operation.

If you live or teach in a large city still lacking cable facilities (or in one of the 10,000 smaller communities also still lacking such facilities), your game plan must begin with an investigation of the status of your local cable franchise. An operator needs a local franchise as well as a federal certificate of compliance before he can commence construction. Since there are usually a number of competing applicants for the franchise, educators have some leverage for seeing to it that their students' needs are taken into consideration.

The dynamics of the franchising process were discussed in *Today's Education* a year ago (November 1971) and are dealt with again by NEA President Catharine Barrett in this feature. The key point here is that if you intend to offer special school services via cable, get it written into the franchise agreement. "Verbal agreements," a wise Hollywood producer once observed, "are not worth the paper they're written on."

Too often in the past, however, educators have fought successfully for free access to cable channels only to relax as though the contest were over. We have sometimes lost sight of the reasons for which we entered the contest in the first place: better learning opportunities for our students. To achieve this goal requires creativity and thoughtful instructional planning. It means imagining all of the things you've always wanted to do but couldn't do without a radio or television channel. It does *not* necessarily mean producing "television lessons." The following article suggests some innovative ideas for using cable's special strengths in the classroom. The other authors explore its potentials for in-service education and adult out-of-school education.

None of these uses will come about automatically. Teachers who feel they have a stake in the outcome must plan the uses of CATV in education, adapt these to their schools' particular needs, and, more important, carry the adaptations into action.

The field is wide open right now. It may not be for long. We must demonstrate now that we can carry our promises over into performance. □

Special Feature on Cable TV

ARE YOU READY FOR CABLE TV?

MARTHA GABLE, *editor,* School Administrator, *American Association of School Administrators.*

☐ **Recently a number of teachers and a few administrators were asked this question:**

What would you do if you were told that the classrooms—including yours—in your school will be linked into a cable TV network with other schools in your area and that each school—including yours—will be able to originate pupil productions over the network by means of a small TV camera and videotape recorder, while pupils in viewing schools can ask questions and receive answers over the network?

"I'd faint," one said.

"I'll have to think about it," another replied.

But the question generated enthusiastic responses from those whose pupils are using the TV camera to exchange recorded documentaries, plays, and other learning experiences over closed-circuit systems in their schools.

"We'll be able to exchange programs and ideas beyond our own four walls. It'll be a 'think network' for kids," they said.

Here's what some of the teachers envision:

• Elementary school teachers see an enormous expansion of learning experiences as their children share with those of other schools, via the cable, their creative approaches to curriculum. The study of foreign countries, for instance, opens almost limitless possibilities for program exchange and concomitant enrichment. School visitations by cable will permit "instant" art, music, and story festivals.

• A secondary school social studies teacher said he could turn the kids loose in the community with the portable TV camera and VTR to enlist support for cleaner streets, recreation space, and traffic safety. They can tell it "like it is" over the school cable and also reach parents, who would be alerted to view the programs and support the cause.

• Foreign language teachers anticipate the production of plays by students, in their second language, viewed and discussed by students in the area who are also studying the same language.

• A closed-circuit TV coordinator in a ghetto high school welcomes the opportunity to bring together students in schools attended by a majority of blacks, with schools of white majorities, even linking inner city with nearby suburban schools, for rap sessions and program exchanges on African culture and civil rights. "Such intellectual interaction may produce a kind of 'electronic integration' as effective as mere physical proximity," she suggests.

• A curriculum coordinator believes that the use of cable TV may increase the momentum and speed for the implementation of the new K-12 concept of career education. Cable links from industries and businesses to the school network will facilitate the use of industry/business personnel on programs tailored to various age levels. Filmed or taped sequences of on-the-job activities fed into the network may be used to orient secondary students to "hands on" experiences later. Parent involvement through the cable will add their reinforcement to the program.

These are but a few. Bilingual programs for immigrants; safety, sanitation, and citizenship information for foreigners; basic English for those who cannot read or write; programs for preschool children and for the homebound and hospitalized; and film previews for teachers represent additional possibilities. Some of the above-mentioned programs are offered to a limited extent on the mass-oriented, open-circuit TV; many are presented within the limitations of closed-circuit TV. Such offerings indicate a serving of special needs that are the basis for requests to the FCC and local governments for additional channels.

Imaginative teachers will develop new approaches and innovations. For instance, in Philadelphia an experiment used FM radio in coordination with a program watched by children at home on commercial

TV. In order to sharpen pupils' perception and understanding, a second script was spaced into the TV script when there was no sound. The TV station fed the sound to an FM radio station. While children viewed, they listened on small FM receivers. This "dual script" device gives promise of improved learning values from home TV viewing. Its use could be expanded and simplified by the use of cable TV combined with its unused FM channels.

The use of film making by students as an educational tool is increasing. Students of all ages have produced remarkably imaginative and sensitive films on such topics as environmental improvement, safety, the beauties of nature, and parent-teen-age relationships. Presenting the best of student film productions on cable offers unique motivation through wider distribution and peer response.

Imaginative production can be simple. Many teachers who have worked with TV stations have been brainwashed into a preoccupation with expensive technical standards, and this has placed a disproportionate amount from limited budgets into hardware, while software has been shortchanged. *Substance* of content is the important factor; Shakespeare in a cheap paperback is still classic fare.

This point was demonstrated vividly at a recent conference conducted by Publi-Cable, where productions by small cameras and half-inch videotape were shown. The audience gave absorbed attention when an unidentified teen-age girl haltingly told of her "contacts" to a counselor in a VD clinic. The impact, recorded at the scene of the action, was both dramatic and emotional. Such programming by and for teenagers belongs on the school TV cable.

A group of deaf students attended the cable TV conference and followed the action by watching a nondeaf leader transmit the proceedings in sign language. When a videotaped play, by and for the deaf, in sign language, was presented, these students understood without aid. A spontaneous burst of applause signaled the deep impression made on them. This was a poignant example of the use of cable TV for audiences with special needs.

Cable TV will not appear overnight. Its emergence will be gradual; its patterns of operation will vary. However, if its potential is to be realized, the imagination of teachers and the creative leadership of administrators are required.

The time is ripe for NEA to intensify its efforts to prepare teachers philosophically and practically to grasp the cable TV opportunity. Because cable is coming, ready or not. We have the opportunity to influence its development in our schools and communities. We must act now. □

CABLE TV'S POTENTIAL FOR TEACHER EDUCATION

ELINOR RICHARDSON, *consultant-in-charge, telecommunications section, Division of Educational Media, Los Angeles County Schools, and* **PENNY RICHARDSON,** *Ph.D. candidate in instructional technology, School of Education, Syracuse University.*

□ **Cable television, an infant technology just beginning** to show its promise, has much potential for teacher preparation and in-service programs. Unlike regular television, which is a mass medium outside the control of the viewer, cable television is a flexible tool that can be used in a variety of ways by teachers ready to take responsibility for their own professional development. Teachers (and students) can design their own messages, transmit them to both large groups and small, discuss them, store them for later use, and replay them.

In short, with cable television, the teacher can be in charge. Instead of just receiving the messages of others, teachers shape or select messages for their own needs and purposes.

Local districts can use cable television in multiple ways without the costs in time and money ordinarily spent in traveling to city or countywide meetings.

- District English teachers who wish to share ideas on elective minicourses to be offered next semester agree to "meet" via cable television at a specified time instead of straggling together, hot and tired, at the end of the day. Cable's two-way communication system lets them both offer ideas and respond to those of others.
- A group of primary teachers over a wide geographical area who want to explore the open classroom concept arrange for a national expert to come to their city and address them from a central studio on the subject, via cable. Again, the two-way channel enables them to pose their own particular questions and concerns.
- One teacher videotapes an interesting way she has

developed of dealing with the inquiry approach in her classroom. She then makes the tape available to the area teacher center, which is doing programming via the local cable television company.

- A teacher or teacher committee wishing advice on some particular problem—curriculum, discipline, community relations, legal questions, teachers' rights—may select the needed material from a variety of tapes available in the resource center and request that it be played over cable television at a particular time.
- Students in a drama class who have been creating and staging original dramas videotape their efforts and, through cable, share them with other drama classes in other schools for suggestions and critiques. Teachers, viewing such productions, gain ideas for use in their own classrooms.

All of this is possible with cable TV, either now or before long, but local associations and public-oriented groups must act to see that the potential is reached.

A television set hooked up to a cable differs in three primary ways from the television we are used to. First, cable TV signals are carried by cables rather than being sent out over the air. Signals are thus sharper and do not interfere with one another. Second, cable TV signals can move in either direction on a cable. The TV set can send as well as receive both video and audio messages. Third, there is theoretically no limit to the number of channels that a slightly modified TV set can receive over a cable.

Besides the greatly expanded communication made possible by more channels and by two-way message sending, cable TV will eventually be connected to satellites or computers, thus allowing storage and retrieval of programs as needed.

These new technical capabilities will give teachers flexibility of time and place and options about subject matter and method—in short, the ability to structure their own in-service programs.

For example, when educational conferences can be held by using cable television, teachers can "sit in" on the sessions, and with the multiplicity of channels, can pick and choose the sessions they will "attend." No longer will teachers have to be content with secondhand information on the latest developments in the profession. Even better, entire teams of people interested in a particular problem can "attend" the conference. The teacher, the principal, the student, the parent, the counselor, the curriculum consultant, the media specialist, the superintendent—all will hear the same presentations, see the same demonstrations, and therefore be able to work together using the same information.

Previously produced minicourses or presentations can be called up by the teacher at the time most convenient for him. He can then proceed at his own speed, viewing one lesson a week, two a week, one every other week, repeating those he feels the need to review, or moving more rapidly when he is ready.

The teacher can participate in countywide or citywide in-service programs on teaching strategies in unique and meaningful ways. The instructor or specialist in teaching strategies might do a demonstration, live or on videotape or film, of a teacher working with students. In order to know at any point how well the ideas are coming across, the instructor can stop the demonstration and ask a multiple-choice question. By using a box connected to the television set, each teacher can press a button—A, B, C, D, E—to indicate his response.

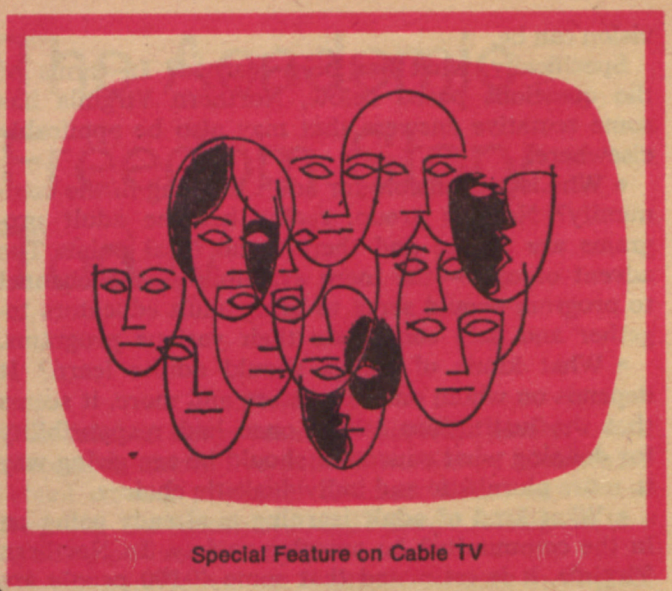
The instructor and the viewers will know immediately the percentage of people selecting each response. Time can then be spent analyzing the responses, reviewing the demonstration, responding to questions posed by the viewers, and providing additional illustrations for clarification. At what then seems the most appropriate moment, the instructor can move on to the next concept. Later on, those teachers desiring to do so can have the whole session replayed for further review. Interviews, role-playing situations, group discussions, how-to-do-it demonstrations—all lend themselves to this two-way process of feedback and analysis. The possibilities are endless.

A whole teaching staff or staffs can be surveyed as to their opinions on important issues and decisions and can have immediate knowledge of results. With important decisions facing them, teachers associations can poll their members and determine their wishes at once instead of having to wait for the survey forms to dribble in.

All kinds of instructional materials can be previewed and demonstrated over cable television—the latest in films, videotapes, filmstrips, slides, audiotapes, records, books—materials, tools, and equipment of all kinds. Instead of waiting forever to find out about new techniques and technologies, teachers will both know about them and be able to observe their use.

With the use of classroom cameras and videotape recorders, teachers and students can develop their own exciting and creative productions. Original scripts, graphics and music, dramatizations and interviews are combined to design a variety of messages that are put on videotape. As classes study the culture of a people or the geography of a country, they illustrate their stories and reports using slides, pictures, and artifacts and make a record on videotape. Cable television will enable them to go beyond the boundaries of their school to share the results of their efforts. Teachers districtwide and beyond can then apply these ideas to their own teaching situations.

Teachers today are interested in developing new skills, trying out new ideas, growing with the new knowledge in education. They reject authoritarian approaches to change, but they are willing to develop competencies that involve self-decisions and independent thinking. Because of its potential for bringing together many formats, with its flexibility for production and experimentation, cable TV may be seen as a kind of umbrella system to meet some of the needs of teachers for in-service training. □



Special Feature on Cable TV

THE IMPACT OF CABLE TV ON ADULT LEARNING

DOROTHY MATHERS, *director of information and development, WNVT/Channel 53, Northern Virginia Educational Television Association, Annandale.*

□ **The impact of broadband communications in this** decade is going to depend more on people than on technology. In spite of all that is being projected about cable's future uses, the fact is that for the present at least, its promise is based on increasing options already available, and not (yet) on providing new ones.

The real significance of cable TV in the seventies may lie in the coincidence of its having arrived on the scene at a crucial time of rapid change in our society. Cable provides us a useful catalyst for dealing with this change simply by multiplying existing channels of communication. The technology confronts us with fresh opportunities to look at ourselves and to make some new choices about what we want to see and participate in.

The role of cable-as-catalyst may have its first impact in areas like adult education, where the emphasis is shifting from a fragmented subject-oriented division of learning to a more holistic concept of human development.

All over the country, informal groups are meeting in day-care centers, apartment houses, public housing complexes, union halls, industrial plants, churches, "free universities," and libraries—not so much for education in the conventional sense as for help in finding the information they need to solve their problems. Public schools are increasingly open to adult learners during the day as well as late at night to enable them to catch up, round out, or add to their learning experiences. Universities are developing minicourses and workshops to serve groups outside their own enrollments. Community colleges are reaching into the communities to offer noncredit subjects as diverse as yoga, auto mechanics, and stock market investments.

To date, the media—and especially over-the-air broadcast television—seem to have remained almost oblivious to this significant shift in adult attitudes. Although public television has offered educational programs for adults (mostly in the areas of cultural and public affairs programming), even this quality alternative has not yet really succeeded in changing the image of television as a passive entertainment medium to be turned on when you want to turn your mind off.

But television is about to undergo a dramatic—and perhaps even traumatic—change, under the impact of cable and other new communications technologies.

In Northern Virginia, for example, a new educational television station, WNVT/Channel 53, begins its first full broadcast schedule this fall with an adult learning service during prime evening time. The station is seeking to plan its adult learning service so that it may serve as a model which will be equally applicable to cable systems. The emphasis in designing the service is to learn where the community's real needs are and to ask what new forms television must adopt in order to meet them.

Because this approach is basically independent of the mode of transmission, much of what WNVT is

discovering may well apply to communities wishing to experiment with new uses of cable.

WNVT began to plan its adult learning service a year ago by consulting the adult service departments of the public schools and the local colleges and universities. They responded by identifying as their priorities such areas as preparation for the high school equivalency (GED) test, vocational guidance, and graduate education courses for teachers.

In researching available programming from outside sources, the staff of the station soon learned that good formal adult education courses for television are shockingly scarce. Most of what has been produced is low-budget, black-and-white, lecture-format course work. It is not only bad television, but more important, it is not good adult education.

In view of this, the decision was made to broaden the concept of adult education to include more informal material, as well as programming not ordinarily considered educational.

The immediate challenge was to fill some 17 half hours per week of evening programming with an adult education service that would help to meet the real needs of the community. One obvious approach would have been to use the studios of WNVT to produce new local public information programs, but the new station had no funds for such production. At least a year or two of operation would be required before enough support could be generated to finance this effort.

Temporarily stymied, the staff decided to lay aside for the moment the problem of identifying suitable program material and to begin afresh by asking the community to define its needs.

Last May, some 60 people met in WNVT's studios to discuss their own adult education programs and to brainstorm how television might be used to help them do their work. These people represented many kinds of groups: a local drug rehabilitation center, an AAUW chapter, visiting nurses, local industry, the cooperative extension service of the local university, community action programs, the public schools, the colleges and universities, libraries, hospitals, church groups, probation officers, nursing homes.

In small group discussions, the station asked some basic questions about adult education and began to get some unexpected answers. One big message was clear: The needs did not fit into conventional subject matter areas.

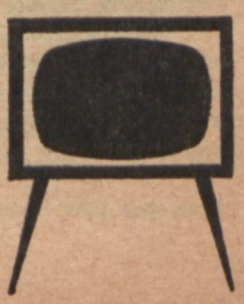
Following the first conference with a month-long series of service-centered seminars (e.g., health, family life, recreation), the WNVT staff continued to probe the experience of local adult educators. What is the aim of your program? Whom do you serve? What are your problems? How could you use television?

The response of the community has been both positive and thoughtful. A process has been set in motion that has begun to change attitudes toward what television can be.

Specifically, what has been learned? In terms of the questions posed below, Northern Virginia has some tentative answers that may also be applicable elsewhere.

- Who is responsible for adult learning in the community? No one group, really, because adult programs are diffuse and there is no focal point. The advent of cable—the mere availability of a channel to program—could serve to bring adult educators together and help coordinate their various programs.
- What kinds of things should adults learn? It depends on whom one asks. More and more, it seems that the institutions which once had responsibility for defining what education should be are giving way to more pluralistic and individualistic choices.
- What kind of adult learning is already going on in the community? An amazing variety. In Northern Virginia, it is estimated that some 40,000 people are enrolled in regular adult education programs.
- How effective is it? Many of the participants in WNVT's discussions admitted that they were probably not reaching those who needed their services most. As some of the reasons for this, they cited the mental picture of "schooling" as a failure experience, the lack of confidence in the institutions, a fear of exposing ignorance, and a simple nonawareness of available resources.
- Who are the potential adult learners? In Northern Virginia, they might include people who are frustrated in their jobs and seek new opportunities, the technologically displaced, young mothers who want to prepare for eventual careers, retired Army officers looking for a second vocation, elderly people seeking new meaning in life, bored housewives, and teen-aged dropouts.
- What do they want to learn? They want to learn how to find a job that's satisfying, how to cope with change, how to manage money, how to have fun in their spare time, how to get along better in the family and at work. They also want to find out how to go about getting information they need, how to solve the problems they encounter in life. These things do not fit into a traditional curriculum.
- What is the most effective way to teach these things? By concentrating on how to get adults to be able to identify what they need, how to find it, how to use it, and how to integrate it into a whole approach to life.
- Can cable television help? Yes, if the increased capacity it offers a community is put to use in promoting active involvement in learning. For example, a televised course preparing for the GED test could be followed by an announcement directing viewers to locally available learning labs, tutorial services, and

(*Continued on page* 66)



The Academic Freedom Story Today

□ **A Teacher Corps team in California established a** successful alternative school within an elementary school serving primarily Chicano, Asian, and Black students. The principal found himself reassigned to a teaching position.

• A community college English instructor in Virginia corrected and commented upon her students' themes rather than marking them with the traditional letter grades. She was unemployed for the next year.

• A class discussion of the essay, "The Student as Nigger," apparently caused a teacher in Illinois to join the unemployment rolls.

• Another junior college English instructor's career was endangered after she asked her class to read, in connection with a unit on pornography, a poem which she had written containing allegedly blasphemous and profane language.

Many educators today are caught on the horns of a dilemma. Personally, they may subscribe strongly to the often-voiced need for adopting innovative curriculums, for using materials and methods that seem more relevant to students' lives, for encouraging student involvement—even for letting a class draft a letter of protest. But some teachers who break with community and district tradition thereby challenge the status quo and, as a consequence, they may be repaid with stiff penalties, including the loss of their jobs.

Fortunately, this is not the end of the matter in many cases. Backed by their education associations, teachers have won many federal court cases which contended that their rights under the First and Fourteenth Amendments had been violated. The NEA's DuShane Emergency Fund, established to secure the civil and human rights of educators, has taken a leading role in winning these victories, often through lengthy and expensive litigation.

In Arkansas, in the "raw carrot" case, a teacher with 26 years of classroom teaching experience and impeccable ratings was not rehired because of alleged "insubordination, lack of cooperation with the administration, and teaching her second graders to protest." In connection with a unit on nutrition, her students had written a letter to the cafeteria supervisor expressing their preference for raw, rather than cooked, carrots. They also called attention to a broken water fountain. In addition, the teacher raised questions with school officials about pollution from an open incinerator in the schoolyard.

Believing that she was needlessly victimized for exercising constitutionally protected free expression, she sued the school board. The court said that when the school board punishes "a teacher who seeks to protect the health and safety of herself and her pupils, the resulting intimidation can only cause a severe chilling, if not freezing, effect on the free discussion of more controversial subjects."

But an educator does not have to teach 26 years to get constitutional protection. The U.S. Supreme Court (in a June 29, 1972, ruling) said that no teacher, even if untenured, may be denied a new contract or fired in midyear because he has exercised a right secured by the Constitution of the United States. (See "U.S. Supreme Court Supports Teachers' Due Process Rights," *Today's Education*, September 1972.)

The boundaries of academic freedom under the Constitution, although not yet completely defined, are being slowly etched by judicial decisions. In general, the Supreme Court has stressed that there is a public stake in the advancement of learning through research, publication, and education and that teachers should be protected from capricious administrative actions which hamper and undermine such learning.

In a landmark case involving a university professor, the High Court stated that the classroom is characteristically a "marketplace of ideas." "The nation's future depends upon leaders trained through wide exposure to that robust exchange of ideas which discovers truth out of a multitude of tongues [rather] than through any kind of authoritative selection." In another decision, the Supreme Court ruled that Arkansas' anti-evolution law which forbade discussion of the theory of evolution in a classroom was unconstitutional. An educator, the Court indicated, may not be forced to modify classroom materials or methods to conform to a specific religious dogma. However, in this case, the Court avoided discussing the question of the extent of an individual teacher's freedom in the selection of subject matter.

In another situation involving a university professor, the Court recognized that classroom speech should be protected from intrusive scrutiny by state legislatures: "To impose any straitjacket upon the intellectual leaders in our colleges and universities would imperil the future of our nation. No field of education is so thoroughly comprehended by man that new discoveries cannot yet be made." The Court observed that, particularly in the social sciences, faculty and students "must always remain free to inquire, to study and to evaluate, to gain new maturity and understanding. . . ."

Other recent court decisions support the academic freedom of secondary school teachers to teach allegedly controversial issues, assign unorthodox materials, or individualize instruction, or mention profane words in an academic context. In a case involving a Texas high school civics teacher fired for "in-

subordination" after teaching a six-day unit on race relations and prejudice, a federal court said: "A responsible teacher must have freedom to use the tools of his profession as he sees fit." The judge also stressed that a "teacher must not be manacled with rigid regulations which preclude full adaptation of the course to the times . . . in which we live."

This judge also pointed out, however, that teachers must handle with great care their positions of trust in the teaching of young people. It is the "teacher's duty to be exceptionally fair and objective in presenting his personally held opinions, to actively and persuasively present different views, in addition to open discussion." The case is now on appeal.

A competent chemistry teacher in Oregon was fired in mid-contract without warning for "inadequate performance." Not until the school board hearing did the principal reveal his displeasure with the teacher's failure to adhere to the schedule in the chemistry textbook. (The teacher had instituted a course in which students worked on individualized projects at their own speed.) The teacher claimed in state court that his students were learning chemistry. He won the case and returned to his classroom.

A federal appeals court has upheld the right of a New York eleventh grade English teacher to wear a black armband in class in symbolic protest against the Vietnam War. "Any limitation on the exercise of constitutional rights can be justified," the court noted, "only by a conclusion, based upon reasonable inferences flowing from concrete facts and not abstractions, that the interests of discipline or sound education" are endangered.

The court further declared, "It would be foolhardy to shield our children from political debate and issues until the eve of their first venture into the voting booth. Schools must play a central role in preparing their students to think and analyze and to recognize the demagogue." In this case, "there was a greater danger that the schools, by power of example, would appear to be sanctioning the very 'pall of orthodoxy' . . . which chokes freedom of dissent."

The courts have, however, objected to teachers who use the classroom as a forum for their personal opinions. A federal court in Indiana upheld the nonrenewal of a social studies teacher who had advocated polygamy and attacked marriage, criticized his colleagues, and promoted union activities in the classroom without presenting a dissenting point of view. A Nebraska high school teacher was discharged in mid-contract for insubordination when she continued to discuss students' rights and political issues with her economics classes after an order to teach the subject matter which she had been assigned to teach. The U.S. Court of Appeals for the Eighth Circuit agreed with the lower court's ruling that she had no constitutional right "to teach politics in a course in economics."

A civilian language instructor who taught basic English to foreign military officers at an Air Force installation in Texas was fired for making statements in class about the Vietnam War and anti-Semitism in the United States. The U.S. Court of Appeals for the District of Columbia found that this teacher's remarks had "minimal relevance to the immediate classroom objective," which was to present conversation lessons on the topics, "How To Test a Used Car" and "At the Dentist."

Administrative actions against teachers who have assigned such literary works as Vonnegut's satirical story, "Welcome to the Monkey House," and Hemingway's *For Whom the Bell Tolls* have been struck down by the courts. In the case involving the Vonnegut story, a federal court in Alabama found that the school board had not proved that the operation of the school had been adversely affected by the assignment. The court also noted that the assignment itself was not established as inappropriate reading for high school juniors. And, evidence presented at the trial in a Texas federal court revealed that the student whose parent complained most about the teacher's materials had not bothered to read the offending Hemingway novel on which the student based her book report.

Some other cases seem to illustrate that where teachers are being "manacled with rigid regulations" concerning profane language, the courts appear ready to cast off the chains. A federal court in Iowa, for instance, has concluded that enforcement of a vague rule prohibiting the use of profanity or drinking scenes in school dramatic productions performed before the public violated a drama coach's "freedom to employ methods of teaching reasonably relevant to the subject matter she was employed to teach."

The court also found that terminating her as a coach without prior notice and prohibiting her from using the teaching method she had developed "cannot but have a chilling effect upon the academic freedom of [the teacher] and other teachers . . . to innovate . . . teaching methods. . . ."

A federal appeals court hearing a Massachusetts case recognized that prohibiting the assignment in a senior high school class of a nonpornographic scholarly article on radicalism and dissent which contained a "dirty" word is incongruent with academic freedom. The teacher analyzed the essay, explaining the context in which the word was used. The court observed in addition that if "students must be protected from such exposure, we would fear for their future."

Although it recognized the parents' good-faith motives in complaining about the assignment, the court also pointed out that "their sensibilities are not the full measure of what is proper education." The same court also refused to uphold the suspension of a teacher who wrote a profane word on the blackboard while discussing societal taboos. The court stressed that the "relevance of the educational purpose" is the crucial factor.

"In general," James T. Butler, director of the Du-Shane Emergency Fund points out, "teachers' aca-

demic freedom has been keyed to the appropriateness of their teaching in terms of the age and sophistication of their students. Federal courts have censured school officials whose actions against a teacher were arbitrary or capricious and have upheld a teacher's right to choose teaching methods and materials which serve a demonstrated educational goal."

David Rubin, counsel to the Fund and author of a recently published book* on the constitutional rights of teachers, notes: "There is a substantial body of constitutional law which requires a school administration under normal circumstances to warn a teacher in advance that a particular teaching technique, method, or teaching matter is forbidden before a teacher can be fired for engaging in such an activity or using such material. Without such a warning requirement, teachers might be excessively timid and shun reasonable experimental techniques. Of course, the warning requirement may not apply if the teacher's conduct is so patently outrageous that all persons of goodwill would at once perceive it to be forbidden."

The educators involved in these cases across the nation sought to be creative and imaginative in the selection of classroom materials and methods. The courts upheld their right in this regard. Students today require teachers who enliven and inspire them by exercising professional and intellectual judgment in presenting course material. For the innovative teacher, the concept of academic freedom is more than academic—it is essential.

—Betty E. Sinowitz, *special assistant, DuShane Emergency Fund, NEA Teacher Rights.*

**The Rights of Teachers: The Basic ACLU Guide to a Teacher's Constitutional Rights.* Avon Books. 250 West 55th Street, New York 10019. Price: 95¢, plus 15¢ postage.

THE LAW AND TEACHER RIGHTS

Maternity Leave: A Discriminatory Protection

This is one in a series of articles on questions that relate to the emerging rights of teachers. The series is being presented by the staff of the DuShane Emergency Fund of NEA's Teacher Rights Division.

A forced maternity leave rule was declared unconstitutional by a federal appeals court for the first time last summer. "Pregnant teachers," the U.S. Court of Appeals for the Sixth Circuit said, "have been singled out for unconstitutionally unequal restrictions upon their employment."

Such a rule, the Court added, is "inherently based upon a classification by sex" and is "clearly arbitrary and unreasonable in its overbreadth."

Jo Carol La Fleur and Ann Elizabeth Nelson appealed a federal district court decision accepting the Cleveland school board's position regarding compulsory maternity leave. They questioned the legality of their school board's rule making mandatory an unpaid leave of absence from school duties after four months of pregnancy and continuing until the first school term after the child becomes three months old.

Supporting the teachers in a "friend of the court" brief financed by the DuShane Emergency Fund, NEA argued that rules forcing female teachers to give up their jobs when they reach an arbitrary stage of their pregnancy—regardless of whether their condition interferes in any way with their ability to teach—deny women equal protection of the law in violation of the Fourteenth Amendment because such rules discriminate solely on the basis of sex.

In September, the Fourth Circuit upheld a favorable lower court decision in the DuShane-supported case of Susan Cohen, a Virginia teacher who became the first teacher to successfully challenge the constitutionality of a "fifth month" rule in a federal court. The appeals court could find no "reason, medical or administrative, why a pregnant teacher must accept an enforced leave by the end of the fifth month of pregnancy if she and her doctor conclude that she can perform her duties beyond that date." The court also refused to make a distinction between maternity leave and leaves for illness or emergency or elective surgical procedures in terms of a need for certainty in the effective leave date.

Many districts have provided teachers with maternity leave policies that present them with the alternative of forced maternity leave or resignation upon becoming pregnant. Recent legal developments mandate the reexamination of these and even the most liberal maternity policies.

A federal court in a precedential decision ordered the Chicago school board to treat maternity leave the same as leave due to illness, for purposes of sick pay, seniority, and reemployment rights. Another federal court ruled that the Atlanta, Georgia, school board policy of granting maternity leave to tenured teachers must also apply to the nontenured.

In addition, teachers are now covered by Title VII of the Civil Rights Act of 1964, which makes it illegal to discriminate in employment on the basis of race, color, religion, national origin, or sex. The Equal Employment Opportunity Commission's new sex discrimination guidelines state that "a written or unwritten employment policy which excludes from employment applicants or employees because of pregnancy is in prima facie violation of Title VII." The guidelines also indicate that payment under a sick-leave plan "shall be applied to disability due to pregnancy or childbirth on the same terms and conditions as they are applied to other temporary disabilities."

The DuShane Emergency Fund is financing litigation on behalf of women teachers seeking equal protection of the laws in situations involving forced maternity leave, loss of salary and retirement benefits, seniority and tenure rights, and inequitable rules relating to their reemployment.

Fund officials report that the *La Fleur* and *Cohen* decisions, as well as the EEOC guidelines, are being used effectively to prevent violations of the rights of women teachers. Local association leaders are utilizing them to secure nondiscriminatory policy through contract negotiations or informal means. □

OPINIONS DIFFER

WE NEED A NEW EMPHASIS IN PHYSICAL EDUCATION

says **JOHN L. BOYER, M.D.,** *cardiologist and medical director, Human Performance and Exercise Laboratory, San Diego State University.*

□ **In the last decade, investigations into the physi**ology of exercise and into the general field of human performance have markedly altered the traditional approach to exercise.

We now know that there are various specific types of fitness that result from specific kinds of exercise. Flexibility, muscle strength, and cardiovascular endurance are examples of specific types of fitness. It is important to recognize that these types of fitness do not overlap. For example, flexibility fitness does not produce good muscular fitness. Muscular fitness does not produce cardiovascular endurance fitness. And athletic skill, with its components of balance, power, and agility, does not produce any other type of fitness.

For many years we have been led to believe that muscular strength is the most desirable type of fitness. But most of us no longer need muscular strength for survival or for self-defense in our modern world. As a matter of fact, we do not need flexibility fitness to survive. And we certainly do not need athletic fitness.

Today, our cardiovascular system is subject to the most stress. We are, therefore, most in need of cardiovascular endurance fitness, which results from hundreds of rhythmic repetitions of low intensity movements. Achieving this type of fitness should be the

Dr. Boyer spoke at greater length on this topic at the 1972 convention of the National Association of Secondary School Principals, an NEA-associated organization.

We should encourage physical activities which will develop cardiovascular endurance fitness, says Dr. Boyer.

basis for the physical activity programs of our schools.

It is our life-style that makes our cardiovascular system the most stressed part of the body at the present time. Our diet is high in cholesterol-rich foods, heavy on carbohydrate intake, and excessive in amounts. Heavy cigarette smoking and sedentary living are common in our culture, as are tremendous amounts of emotional stress and psychic tension.

These are the problems that need to be handled by cardiovascular endurance and not by muscular strength, flexibility, or athletic skills. With this in mind, we need a marked change in the physical fitness and activity programs in our schools, particularly at the junior high and high school levels. We need to completely de-emphasize and perhaps eliminate competitive team sports except as an after-school extracurricular activity. Sports should be reserved for the athletically endowed and the athletically skilled and should not be part of the regular physical education program throughout the day.

We need to develop whole new physical fitness activities and new endurance games which can take the place of such low endurance activities as archery or bowling, usually found in the junior high and high school physical education periods at the present time. We need cycling clubs, swimming programs, hiking organizations, and other activities which will develop the cardiovascular capacity that young people need in order to withstand the stresses of the life to which they are now subjected.

We need a whole new concept of physical education for schools perhaps best exemplified by the idea that you need to get fit in order to play sports instead of the other way around. We have to make young people aware that sports do not produce the type of cardiovascular fitness that is so necessary to their future life. □

I Agree, but . . .

says **CELESTE ULRICH,** *professor of health, physical education, and recreation, University of North Carolina, Greensboro.*

□ **Because physical education uses activity in attain**ing the goal of human well-being, it is not unusual that the two terms are sometimes confused. They are not identical, however.

Physical education's concern with the well-being of man is a concern shared by many educational areas. The attainment of such well-being through the process of human movement is the unique approach of physical education. Human well-being is manifested in the behavioral patterns of the whole man; thus, thinking, feeling, and doing behaviors fall within the purview of concerned physical educators.

Cardiovascular fitness is but one aspect of well-being. Besides the obvious need for attention to systemic integrity, a sensitive physical educator will be concerned about the student's performance ability, psychological identification, and social interaction patterns. Man always reacts as a whole to all situations, and never more than with his movement patterns.

The stress a person confronts may test his cardiovascular system, but no more than it tests his behavioral and social adaptation responses. A sound cardiovascular system is essential for the biological endurance of homo sapiens, but it does not insure his well-being.

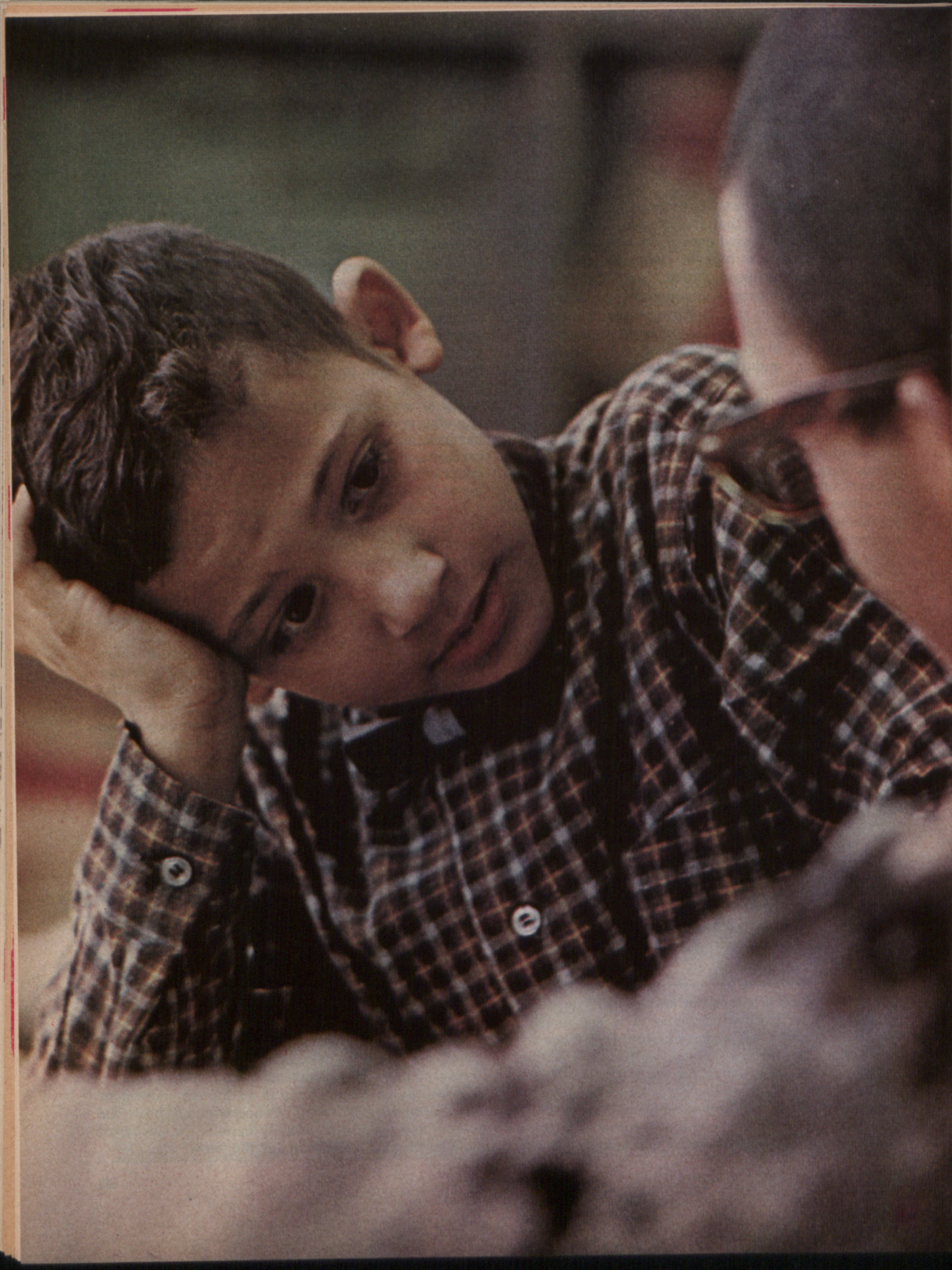
For those who subscribe to human atomistic theory and are convinced that systemic integrity is the simple causal agent of total fitness, the prescription of a program that fosters cardiovascular fitness is an obvious educational medication. For those educators who endorse human holistic theory and are convinced that there are multiple avenues to the quest for fitness, there is no simple prescription.

By using human movement, in the form of sport, gymnastics, dance, and aquatics, it is possible to contribute to the education of the whole man. If cardiovascular endurance were the core of such an education, a giant treadmill carefully programmed to accommodate the physical fitness needs of each student would be enough. Such a program could be administered as any other dose of medicine.

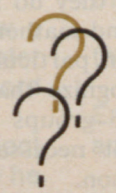
But exercise demanding overload is not enough, and so we seek activity that is interesting, self-testing, and socially accommodating and that insists upon both reason and emotion as components. Such activity heeds the complexity of man.

Physical education is interested in the *process* of human movement as well as in the product, and, consequently, uses many patterns of activity. Both research and educational theory affirm that there is as much value in the doing as there is in the result.

A new physical education has emerged in today's schools. It is a body of knowledge which acknowledges that "as we learn to move, so we move to learn"; that as we strive for human well-being, there is humanism in the strife. The future of our young people, of our society itself, lies in the education of total man. An understanding of physical education contributes to that totality through attention to human movement and its established forms. Concern about both the process and product of activity heralds the advent of the *new physical education* for the "now" age. □



What Does Piaget Say to the Teacher



DAVID ELKIND, *professor of psychology, College of Arts and Sciences, University of Rochester, New York.*

□ **For more than fifty years, Jean** Piaget has been studying the development of intelligence (adaptive thinking and action) in children. His research and theory have, during the past decade, become widely disseminated in American education. Piaget's work has, however, had its greatest impact in the domain of the new curriculums that were the main educational thrust of the sixties. The "New Math," "Man, a Course of Study," and the "Science Curriculum Improvement Study" materials were, in part at least, influenced by Piaget's work. Less well known, but equally important, are the implications of Piaget's writings for the practice of teaching. It is this aspect of Piaget's work I want to talk about here.

While the curriculum work started from Piaget's findings regarding the child's conceptions of the world at different age levels, the implications of his work for teaching derive from Piaget's method of investigation. This method is the "semiclinical interview," a relatively nondirective open discussion with a child that deals with a particular issue or problem. The nature of this interview and the way in which it is conducted exemplify an orientation toward children and toward learning and instruction which is probably present in all effective teaching.

In the first place, Piaget starts with questions that children themselves have posed. For example, Piaget overheard a child ask, "Why does the moon follow me at night?" This remark suggested a particular view of the world in which inanimate objects have their own volition and motor force. Piaget used this remark to model a number of questions about the physical world which revealed the young child's belief that all objects are alive and that all things are made by and for man.

By starting with questions posed by children themselves, Piaget was able to get at their genuine intellectual concerns. This method of starting where children are intellectually has a number of implications for teaching. For one thing, it suggests the value of *thematic* education: instruction in all subjects by relating them to a common theme. If children express an interest in, say, stars and planets, then language units, math units, social study units, and natural science units can all be tied to the common theme. This is one of the features of the open classroom that seems to have considerable psychological validity. (Thematic education also supports some facets of Dewey's project method.)

In addition to starting where children are in terms of interest, Piaget also starts where they are in terms of language and conceptual development. Language growth proceeds much more rapidly than conceptual growth so that the child's verbal facility is far in advance of his intellectual comprehension. By selective inquiry, Piaget tries to distinguish between what a child knows verbally and what he understands conceptually.

The implication for teaching is clear. Our teaching at the elementary school level is generally much too verbal and abstract because we have been misled by the children's verbal prowess. Throughout the elementary school years, children need to concretize their language by relating words to things. The child's natural propensity in this regard is obvious from his penchant for collecting things and for making and doing. These propensities need not be extracurricular and could be incorporated into the regular school program as a way of helping children tie up their words with experience. There is so much in the world of nature and technology that children can learn to label, order, classify, and seriate that teachers do not need to rely solely on kits and prepared curriculum materials.

Starting where the child is has special importance because of the attitude or orientation which it conveys on the part of the teacher toward children. By starting where the child is, teachers reflect the attitude that adults do not know everything and that they have something to learn from children. And it means that teachers are willing to listen, really listen, to what children are saying and to take what they are saying seriously.

In short, the attitude implicit in the Piagetian interview is that it is a true interpersonal exchange in which there is mutual respect and in which each participant expects to learn as well as to impart information to the other person. The effective teacher of children is the one who is himself constantly learning and growing from his teaching experience.

Dr. Elkind is author of *Children and Adolescents: Interpretative Essay on Jean Piaget.* Oxford University Press. 1970.

A second feature of the Piagetian interview is that the adult accepts as valid for the child whatever responses the child produces. If the child is asked why the moon follows him when he takes a walk at night and he replies, "Because he likes me," the adult accepts the response as valid for the child, although it may not be correct from an adult's point of view. The same is true at older age levels. A nine-year-old may insist that Honda is a city in Japan. Rather than immediately telling a child he is wrong, that it is, in fact, a Japanese-made motorcycle, the Piagetian approach would accept the answer as valid for the child and by questioning seek to understand how he came to the idea. Such questioning may lead the child to discover for himself that he is mistaken.

The readiness to accept the child's ideas as valid for him again reflect more deep-seated and abiding attitudes toward children and teaching. One of these attitudes is that a child's ideas can be different from our own without, therefore, being wrong. When a child says that if he eats spaghetti he will be Italian, he expresses an idea that is foreign to adults. It suggests that one can change his nationality simply by changing the food he eats. If at this point the adult smiles or says that this is not correct, the major effect is to inhibit the child from freely expressing himself in the presence of adults. On the other hand, if one accepts such ideas as different rather than wrong, the child is encouraged to express himself further.

At this point, it is necessary to answer a question I get asked every time I do a live demonstration of the Piagetian interview technique. The question is "Why do you praise children when they are wrong?" I do indeed praise children—not for "wrong" answers but for "different" ones. If a little girl standing opposite me says my right hand is opposite hers, I may respond, "Very good." It is a praiseworthy achievement for a child of five to know her right and left hands even if she doesn't know mine. My "reinforcing" her "wrong" response will not impede her learning the correct concepts of right and left. Praising her for what she knows and ignoring what she does not know encourages the child to be free and open about her ideas.

Please understand, I am not saying that indications of "right" and "wrong" are always inappropriate in teaching. Obviously, there are many times when an answer is incorrect—particularly in the matter of factual material, such as names, dates, spelling, and solutions to arithmetic problems. What I am saying is that the right/wrong orientation need not pervade the educational enterprise. Evaluations of "right" and "wrong" have less of a place in the realm of concepts about the social and biological worlds than they do in the realms of physics and mathematics. In the social domain, particularly, children have to recognize that because individuals or groups are different they are not necessarily "wrong" for that reason.

It is probably fair to say that when the right/wrong orientation dominates a child's thinking, it can have many negative results. The child concentrates on being "right" rather than on understanding. And it makes him reluctant to entertain or consider ideas contrary to his own. Unfortunately, when the right/wrong orientation is carried over to the social domain, it results in prejudice, bigotry, and narrow-mindedness.

The last feature of Piaget's interview procedure of interest to the practice of teaching is what Piaget calls the "contr'épreuve," the counter proof. When a child says that he thinks dreams come into the window at night, one can accept this as valid for him and yet still inquire further about it. Was it an idea that just popped into his head, did he overhear it, or is it a conclusion that he arrived at himself?

To test these possibilities, one suggests alternatives to the child. "Yes, but perhaps dreams come down the chimney. What do you think about that?" If the child really believes in what he said, he will stick to his guns. If not, he will respond to the examiner's suggestion and change his mind.

What this procedure implies with regard to teaching is the importance of helping children to consider how they come by their ideas. That is to say, one thing Piaget emphasizes as a goal of education is to get children to check their ideas and not to accept as valid the first thought that comes to mind. Presenting alternative ideas, as in the contr'épreuve, is a way of getting children to check their ideas without the onus of right or wrong, particularly when the alternative idea is presented tentatively.

In my opinion, this is "discovery" teaching and learning in the truest sense. Children really have no trouble discovering new ideas and hypotheses. Their difficulty lies in learning to check and evaluate the ideas they have, regardless of the domain. Here again, of course, I am talking about a change of emphasis and am not ruling out the practice of helping children to arrive at innovative ideas. All I am arguing is that the Piagetian view would give as much weight to helping children check their ideas as it would to helping children arrive at new ideas and hypotheses.

In summary, I have suggested three aspects of Piaget's interview procedure that, to me, have implications for teaching. Piaget's use of the child's own productions as a starting point for discussion suggests that the child's intellectual level and spontaneous interests be considered in setting up curriculum for him. Piaget's emphasis upon the child's ideas as different rather than wrong or right suggests that this approach might be given more emphasis in teaching than it has received up to now. Finally, helping children check their ideas by posing alternative ones should receive as much attention as getting children to discover new ideas.

Certainly Piaget's work has more implications for teaching, and most effective teachers already use these suggestions. I have simply tried to describe some of the rationale for teaching implicit in his methods and explicit in effective teaching. □

I KNOW WHAT A SEXTET IS, BUT I'D RATHER NOT SAY

□ During my 15 years of teaching elementary music, complete candor has certainly been evident when the youngsters discuss their musical preferences. Let me give you some examples:

"I have always wanted to play the piano but not very much."

"My favorite instrument is the bassoon, because it is so hard to play people don't play it much."

"Clarinet reeds are so thin and crackable they are really not good for anything but being clarinet reeds."

Once I explained that the harpsichord is now a rather rare instrument. So how did it come out later in a test paper? "If you want to see a harpsichord you must peel your eyes."

A quiz once brought this memorable statement about Mozart: "He was a great musician because he practiced without someone having to hit him over the head with a hangernade."

One intense tyke's gratifying interest in Beethoven produced a report that stated: "Beethoven wrote music even though he was deaf. He was so deaf he wrote loud music. His ideas about the importance of music were maintained very enforcedly."

Among the fringe benefits of being an elementary school teacher is the possibility of coming across such thought-provoking comments as these:

"Henry Purcell is a well known composer few people have ever heard of."

"I remember everything about the composer of Finlandia except who his name was."

"In a band uniform or not, John Philip Sousa was a dashing figure."

"I know what a sextet is, but I'd rather not say."

After many tussles with spelling, one of my pupils finished writing a sentence, and the battleground looked like this: "Paganini was a great fidler."

Facts about musical instruments have stumped more than one eager young scholar. Here's what I mean:

"There is one good way to tell a flute from a piccolo. One of them is bigger than the other when I can ever think which it is."

"Until it is decided whether the oboe is a clarinet or an English horn, we must continue to call it an oboe."

Kids have a knack for discarding all but what they consider the essentials. One chap brusquely wrapped up the history of music in this neat one-sentence package: "The history of music was first the singing, then the instruments, then on to now."

One girl played it safe all the way when she wrote: "Most authorities agree that music of antiquity was written long ago."

A very skeptical young lady absorbed an explanation about the importance of stringed instruments in the symphony orchestra but got her skepticism across in one crushing statement: "The number of string instruments in an orchestra is more for saying than believing."

There is usually at least an element of truth in the most absurd answer:

"When they asked Handel if he would like to go to England, he rolled his eyes and flashed his teeth and said sure."

"Much of the world's supply of drums goes into the making of booms."

"A tuba is much longer than its name sounds."

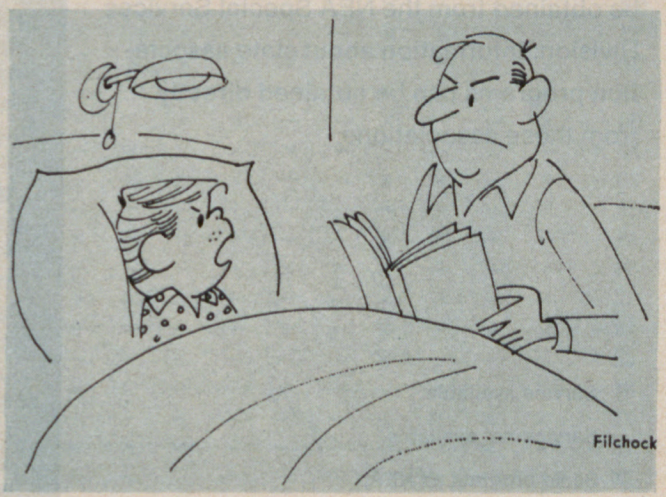
"The best way to help at a concert is to act behavingly."

"The bassoon looks like nothing I have ever heard."

"Next time I hear the bassoon called the clown of the orchestra, I'll just twinkle an eye and know why."

Perhaps that's an important part of an education, anyway—to be able to "twinkle an eye" occasionally. □

—Harold Dunn, *music specialist, Ballwin (Missouri) Elementary School.*



"Forget 'Little Red Riding Hood,' Dad. Give me a rundown on the Common Market situation."

Special Service Programs Available from State and National Education Associations

National and state education associations have developed an array of optional benefits for members. Programs are designed to meet a variety of needs and to take advantage of the mass purchasing and marketing capabilities of the associations. The accompanying table lists those programs available to members in each state and indicates their national or state sources.

Information about NEA programs can be obtained from the NEA Special Services Division. Information about state association programs can be obtained directly from those associations.

× Service available.

– Service not available.

① Same program as NEA.

② Automatic with membership.

③ In some but not all localities.

④ Available through local associations.

	SERVICES AVAILABLE FROM NEA								
	NEA Life Insurance	NEA Accidental Death & Dismemberment Insurance	NEA In-Hospital Income Plan	NEA Tax-Deferred Annuity	NEA-State Association Homeowners Insurance	NEA Book Purchase Program	Borg-Warner Auto Leasing	NEA Travel Program	NEA Mutual Fund
Alabama	×	×	×	×	×	×	×	×	×
Alaska	×	×	×	×	×	×	–	×	×
Arizona	×	×	×	×	×	×	×	×	×
Arkansas	×	×	×	×	×	×	×	×	×
California	×	×	×	×	–	×	×	×	×
Colorado	×	×	×	×	×	×	×	×	×
Connecticut	×	×	×	×	–	×	×	×	×
Delaware	×	×	×	×	×	×	×	×	×
District of Columbia	×	×	×	③	×	×	×	×	×
Florida	×	×	×	×	×	×	×	×	×
Georgia	×	×	×	×	×	×	×	×	×
Hawaii	×	×	×	–	–	×	×	×	×
Idaho	×	×	×	×	×	×	×	×	×
Illinois	×	×	×	×	×	×	×	×	×
Indiana	×	×	×	×	×	×	×	×	×
Iowa	×	×	×	×	×	×	×	×	×
Kansas	×	×	×	×	×	×	×	×	×
Kentucky	×	×	×	×	–	×	×	×	×
Louisiana	×	×	×	×	×	×	×	×	×
Maine	×	×	×	×	×	×	×	×	×
Maryland	×	×	×	×	×	×	×	×	×
Massachusetts	×	×	×	×	×	×	×	×	×
Michigan	×	×	×	×	–	×	×	×	×
Minnesota	×	×	×	×	×	×	×	×	×
Mississippi	×	×	×	×	×	×	×	×	×
Missouri	×	×	×	×	×	×	×	×	×
Montana	×	×	×	×	×	×	×	×	×
Nebraska	×	×	×	×	×	×	×	×	×
Nevada	×	×	×	–	–	×	×	×	×
New Hampshire	×	×	×	×	×	×	×	×	×
New Jersey	×	×	×	–	–	×	×	×	×
New Mexico	×	×	×	×	×	×	×	×	×
New York	×	×	×	–	×	×	×	×	×
North Carolina	×	×	×	×	×	×	×	×	×
North Dakota	×	×	×	×	×	×	×	×	×
Ohio	×	×	×	×	–	×	×	×	×
Oklahoma	×	×	×	×	×	×	×	×	×
Oregon	×	×	×	×	×	×	×	×	×
Overseas Ed. Assn.	×	×	×	–	–	×	–	×	×
Pennsylvania	×	×	×	×	–	×	×	×	×
Puerto Rico	×	×	×	–	–	×	–	×	×
Rhode Island	×	×	×	×	×	×	×	×	×
South Carolina	×	×	×	×	×	×	×	×	×
South Dakota	×	×	×	×	×	×	×	×	×
Tennessee	×	×	×	×	×	×	×	×	×
Texas	×	×	×	×	×	×	×	×	×
Utah	×	×	×	×	×	×	×	×	×
Vermont	×	×	×	×	×	×	×	×	×
Virginia	×	×	×	×	×	×	×	×	×
Washington	×	×	×	–	–	×	×	×	×
West Virginia	×	×	×	×	×	×	×	×	×
Wisconsin	×	×	×	×	×	×	×	×	×
Wyoming	×	×	×	×	×	×	×	×	×

SERVICES AVAILABLE FROM STATE ASSOCIATIONS

Association-Furnished Professional Liability Insurance[2]	Group or Term Life Insurance	Ordinary (Whole) Individual Life Insurance	Accidental Death and Dismemberment Insurance	Hospital-Medical Health Insurance (Group Only)	Major Medical Health Insurance (Group Only)	In-Hospital Income Insurance	Disability Income (Salary) Insurance	State Association Homeowners/Tenants Insurance	State Association Tax-Deferred Annuity	Prescription-Drug Service (Individual Discount Program)	Legal Services Program (Professional)	Automobile Insurance	Auto Rental Program	State Association Auto Leasing Program	Automobile Purchase Program	Auto Tire Purchase Program	General Discount Purchase Program	State Association Book Purchase Program	Credit Union or Loan-Finance Service	State Association Investment or Mutual Fund Service	State Association Travel Program	Hotel-Motel Discount Program	Recreation-Entertainment Program	Employment (Placement) Services	Retirement Services or Home	
×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	AL
×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	AK
×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	AZ
×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	AR
×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	CA
×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	CO
×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	CT
×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	DE
×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	DC
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×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	NC
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×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	PR
×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	RI
×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	SC
×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	SD
×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	TN
×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	TX
×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	UT
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×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	VA
×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	WA
×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	WV
×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	WI
×	×	×	–	–	×	–	×	①	–	–	×	×	–	–	×	×	×	–	–	–	×	–	–	×	–	WY

Criterion-Referenced Tests

—some trends and prospects

WILLIAM F. BRAZZIEL, *professor of higher education, University of Connecticut, Storrs.*

□ **There is an unusual amount of interest and activity** in criterion-referenced measurement. The subject occupied a major portion of the energies of the recent conference of the American Educational Research Association. Several large publishers of tests have placed criterion-referenced tests (CRT) on the market, and almost every new teaching system utilizes CRT measurement for unit and course evaluation. In a survey of 24 bellwether school systems conducted by the National Leadership Institute in Teacher Education, 16 were using criterion tests or had plans to use them the following year.

CRT measurement is a logical development stemming from desires of psychometrists to perfect their measurement techniques in a more sophisticated way than previously afforded by normative-based testing. More important, perhaps, has been the response by test publishers to the demands of teachers and administrators for accurate, valid instruments to measure outcomes of individualized instruction. Remarkable strides are being made toward the individualization of the curriculum in American schools, and CRT are a means to measure student progress.

How do criterion-referenced tests differ from normative-based tests (NBT)? What advantages do the former offer teachers and children?

Criterion-referenced tests measure student progress toward explicit objectives as defined by the school enterprise. They are measures of degree of mastery of material taught and learned in a specific time frame. They have a high degree of individual relevance and validity; the major intent is to measure individual progress and identify needed additional experiences to assure mastery of instructional objectives. Criterion-referenced tests afford teachers and children the opportunity to focus on mastery of material enabling pupils to progress to a higher level of study.

Normative-based tests serve more of a sorting function in the schools. They measure children in relation to each other rather than in an individualized manner. Measurement of instructional objectives is often difficult with NBT measurement, as the tests are keyed to comparisons of all children tested to the norm group on which the NBT were standardized. NBT pose problems for the teacher who attempts to individualize instruction and at the same time make sure that children make a good showing on the tests at the end of the school year. When a teacher individualizes instruction, his objectives and methods are likely to be different from the ones assumed by the test publisher. Consequently, the NBT will be unfair to his students insofar as the questions (or items) do not tap the information the students have actually learned.

A poor showing on what commercial test publishers define as an essential corpus of information can have an adverse effect on the teacher's career. A poor showing by a school can affect both teachers and administrators. School people are becoming concerned about this, and a widely publicized resolution of the 1972 convention of the National Association of Elementary School Principals calls for reforms in the testing syndrome. The president of this group noted that the schools are being inundated with tests that place children under undue pressures and strains. He said that tests used for diagnosis and for individualized instruction were excellent and should be the trend of the future.

There are both advantages and disadvantages of criterion-referenced testing. To a large extent the disadvantages involve technical difficulties which psychometrists can be expected to overcome.

In summary, the advantages of CRT are that they:

1. Permit direct interpretation of progress in terms of specified behavioral objectives.
2. Facilitate individualized instruction.
3. Eliminate a situation where half of American schoolchildren must always be below the median. In normative-based testing, half of the children must always "lose." If all children reached or surpassed the median score on a particular test, the test would have to be made harder or the time for it shortened. There must always be a median for the normal curve to function properly.
4. Are usually short summative tests which enable teachers to check on student progress at regular intervals.
5. Eliminate pressures on teachers to "teach to the test" in order to have children make a good showing.
6. Enable teachers to compile a comprehensive

record of the child's development. CRT can peg further instruction at clearly identified points.

Some disadvantages of CRT are:

1. Reporting systems will vary and must be interpreted for children moving into new districts.
2. Further work must be done on construct validation—on whether the given test items are measuring progress accurately.
3. Comparisons of performances of school districts are not yet readily available.
4. Materials for teaching toward specified objectives must *always* be available if tests are to be valid.

Criterion tests are valuable for all children and serve teachers well as instruments and tools of instruction. CRT offer teachers a special tool in working with minority children, especially those youngsters mired in poverty for whom direct, high impact instruction is being offered.

Standardized tests measure the abilities and achievements of middle-class minority children almost as well as they measure these attributes for middle-class majority children. These tests are not accurate for poor minority children, however, and to a lesser extent, they are also inaccurate for poor white children.

Jane Mercer of the University of California, Riverside, has completed one of the most revealing studies of this dynamic. In a paper presented at NEA's 1972 Human Relations Conference, she found a very high relationship between similarities in minority-majority life-styles and scores on standardized tests. Black children in Dr. Mercer's study averaged 100 on IQ tests, for example, if their family life-styles rated 100 on each of five life-style descriptors taken from white middle-class communities. Children from families rated lower on these scales had lower IQ scores. Similar findings were made for other minority groups in Dr. Mercer's study.

A testing program utilizing CRT as the basic instruments of measurement enables teachers and administrators to avoid the hazards inherent in applications of normative-based tests to poor minority children. For example, a teacher may have done a Herculean job of working with a group of poor children over the year. He is pleased with the job he has done, and the children are happy with their growth and look forward to continued development. There is every indication that they will master the curriculum with a little extra work and time.

Because of the flaws in the normative-based tests, however, this teacher might well be criticized instead of praised for his efforts. This criticism may come from his supervisors, newspaper writers who have limited knowledge of testing, or concerned community groups that also have not considered all of the ramifications involved.

In an improved situation utilizing CRT, the teacher would administer a locator or formative test using material to be mastered as criteria and would teach the children for a year. Over this period, he would have administered many summative tests indicating mastery of the units and skills he set out to teach during the year. He might give a final comprehensive summative test. Under this system, the children would end the year with comprehensive, explicit records that would indicate what they set out to learn, what they had learned, and the point at which learning should begin in the next school year.

In normative-based testing, only an age-grade score is recorded, indicating that children match, exceed, or fail to match the performance of a norm group of children on whatever items the commercial test publisher placed in the test.

All of the large test publishers have marketed at least one test. The California Test Bureau, now a subsidiary of McGraw-Hill Book Company, markets the *California Prescriptive Reading and Arithmetic Inventories.* Random House has developed *Criterion Reading Tests;* and Psychological Corporation, the *Boehm Test of Basic Concepts.* Science Research Associates publishes *Diagnosis: An Instructional Aid.*

State and local schools seem to be developing some excellent tests. The Clark County schools in Nevada have CR tests for language arts, science, social studies, and physical education, and the Atlanta schools have developed CRT for their Comprehensive Instructional Program.

Most of the new instructional systems use CRT. Such reading and arithmetic programs as Individually Prescribed Instruction, DISTAR, and the new Ginn Southwestern Laboratories Program are good examples.

An example of the specificity and comprehensiveness of CRT measurement and its usefulness to the teacher might be the *California Prescripitive Reading Inventory. PRI* includes a diagnostic map for each student, showing which specific objectives he has or has not mastered. A study guide refers teacher and child to material valuable in reaching these objectives, and a class diagnostic map and a class grouping report are available to facilitate the forming of temporary small groups.

A vital number of resources are currently directed toward development of measurement systems utilizing criterion-referenced tests. CRT measurement is an effort to further perfect measurement techniques begun some 65 years ago and refined constantly over the years. CRT measurement is also a response to the needs for new tests to fit individualized instruction programs.

CRT measurement has great value for all children and enables teachers and administrators to do a better job of measurement and reporting with children from poor minority families.

Most major test publishers have marketed criterion-referenced tests, and more are on the way. State and local school agencies are also developing tests. More refined CR tests can be expected in the future as all hands gain experience and expertise in this area. □

LUCKY SEVEN RESTAURANT

—a practical learning experience for seventh graders

MARGARET ANDERSON, *sixth grade teacher, Mary Welty Elementary School, Nogales, Arizona; former reading teacher, Wade Carpenter Junior High School, Nogales.*

□ **Would you believe 36 seventh graders could run a** restaurant completely staffed with everyone from a maître d' to a dishwasher? We did last school year at Wade Carpenter Junior High in Nogales, Arizona.

After looking about for a career education project in which students could perform as adult workers do, we decided food services was almost perfect—and it turned out to be just that. For four weeks, we listened, learned, cooked, rehearsed, and then for one exciting day we opened (and closed) the Lucky Seven Restaurant (so-called because the seventh grade class working on the project was the envy of the entire school).

None of us knew very much about food services. In fact, we had no idea how little we knew until resource people talked to us. These busy professionals in food services gave of their time and knowledge with unbelievable generosity. Two maître d's, one executive chef, three managers of restaurants, and the county inspector of food handlers advised us.

All our resource people said, "Make your customers happy. Good service is first—even before good food." They also explained that hard workers can advance and make good money in food services without a college education.

The three R's applied nicely to this project. In reading class, the seventh graders read the classified ads to find food service jobs, prepared menus, and role-played job interviews. In math, the class computed the sales tax on checks, figured the percentages to pay busboys, made change, used an adding machine and a cash register, estimated take-home pay from a federal employer's withholding table, and prepared scale drawings of kitchens and kitchen equipment. Math that will be used in the world of work? You bet!

In English, the class prepared letters of application, filled out application forms, and wrote thank-you letters to resource people. These skills are also needed in the everyday world of work.

Deciding on a menu led to lively discussion. The class wanted to serve steaks and tacos and hamburgers. However, the chef who advised us convinced us to offer only one entrée (prepared ahead of time) and to provide a choice of beverages and desserts.

After getting job assignments, the maître d', waiters, busboys, chefs, pantry people, cashiers, and dishwashers rehearsed their parts as if we were producing a play. Unfortunately, we could never rehearse with the most important prop—the food.

As we approached the deadline for our opening, we prepared work schedules and innumerable checklists. We organized every detail with great care so that our staff could get as much experience as possible and not be subjected to more pressure than 12-year-olds can handle.

Since our class met only one hour a day, we did much of our work after school and on the Saturday before the Lucky Seven opened. For days my kitchen was full of busy vegetable choppers, cake bakers, ham slicers, and cream-puff makers.

Our speaker from the county health department so impressed the students with the importance of cleanliness that anyone who touched his face or hair during food preparation immediately washed his hands. And on the Sunday the Lucky Seven opened in the home ec room at our school, no waiter dared to finger a plate or glass improperly. We washed dishes according to restaurant regulations—two hot soapy scrubs and a disinfectant rinse.

We held a full-dress rehearsal—minus food—on Saturday. Chefs inspected their crews; the maître d', his. Both checked hair, nails, clothing. No gum allowed.

We had invited only 40 customers (key members of the community to whom we hope to sell the concept of career education) to ensure that each waiter or waitress would have no more than one table and one set of guests. Busboys worked two tables.

The day finally arrived. Chefs reported to my house at 8 a.m. to fill cream puffs and then went on to the restaurant to heat the bread and prepare the sweet potatoes, coffee, and tea.

Every one of the six tables had fresh flowers; the silver and china gleamed. The pastry counter was set up, the ham and potatoes were in the oven, and the salads were ready to serve. All systems were Go!

The first party arrived, followed by others. The maître d' seated the customers and gave them menus. Someone started the record player. The waiters took the orders and served dinners. Busboys moved quickly, filling glasses and unobtrusively taking dirty dishes to the dishwashers. From time to time, the maître d' asked the customers, "Is everything all right?" As the diners paid their checks, the cashiers remembered to smile as they counted change.

This was a practical learning experience that the students really enjoyed. For my part, I look forward to trying a project like this again. □

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Cloth. 758-01058. $8/**$6.40.**
Paper. 758-01060. $6/**$4.80.**

CE2 **Adult Basic Education: A Guide for Teachers and Teacher Trainers** includes information on characteristics of undereducated adults, curriculum and materials in adult basic education, counseling and testing philosophy and methods, nonlearning problems affecting students, and ways of teaching non-English-speaking adults. 212 pp. 751-01364. NAPCAE. $5/**$4.**

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ET2 **Guidelines for Certification of Media Specialists** takes a comprehensive look at certification of media specialists in the United States. 80 pp. 071-02326. AECT. $2.95/**$2.35.**

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ET14 **Technology and the Management of Instruction** is a definitive work on the theory, models, and application of the technology of instruction. The book deals with assumptions central to the organization of instruction and predicts changes in these assumptions that will alter all levels of decision making within the school system. Monograph 4. 198 pp. 071-02304. AECT. $6.50/**$5.20.**

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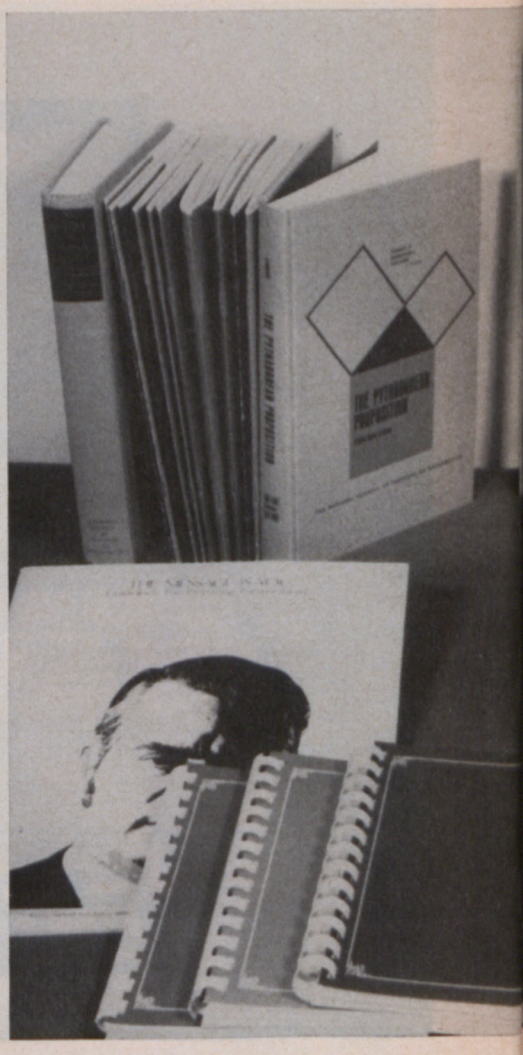
ET18 **Visual Literacy: A Way To Learn—A Way To Teach** discusses the rationale for visual literacy as a method of reaching today's students, briefly describes visual literacy projects, and offers an approach to starting a program. 32 pp. 071-02904. AECT. $3/**$2.40.**



Three: School Finance

SF1 **Financial Status of the Public Schools, 1972,** summarizes significant trends in population, staff, revenues, and expenditures for the public schools. 48 pp. 511-20838. NEA. $1.25/**$1.**

SF2 **Financing Education: Who Benefits? Who Pays?** discusses the design of adequate and equitable revenue-raising and distribution schemes for state school systems and the federal government's role in school support. Annual proceedings of the 15th National Conference on School Finance (NCSF). 274 pp. 511-20840. NEA. $3.50/**$2.80.**

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SF5 **Local-State-Federal Partnership in School Finance** includes information on coordination of school support programs and development of programs stimulated by federal legislation and funds. 9th NCSF Proceedings. 165 pp. 511-20820. NEA. $3/**$2.40.**

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CP1 **Dropout Studies: Design and Conduct** defines the reasons for and method of predicting school dropouts. 84 pp. 731-18922. NEA/U.S. Office of Education. $2/**$1.60.**

CP2 **Elementary Education Today: Its Impact on Children** examines the learning process, conflict, growth, and goals. 335 pp. NEA/American Association of Elementary-Kindergarten-Nursery Educators.

Cloth. 381-11974. $6.50/**$5.20.**
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CP4 **Guidance and the School Dropout** includes essays that discuss the role of the guidance counselor in the interdisciplinary effort to lower the rate of school dropouts. It also offers case studies on the vocational development of the school dropout. 281 pp. 731-18914. NEA. $2/**$1.60.**

CP5 **A Guide to Planning and Conducting Environmental Study Area Workshops** tells how to develop environmental education programs using resources outside the school. It traces the evolution of teacher workshops in environmental education from the planning stages, through the workshop itself, to the follow-up activities. Appendices show sample start-up activities, instructional activities, model workshop designs, and a detailed workshop scenario. 64 pp. 381-11998. NEA/National Park Service. $2.25/**$1.80.**

CP6 **Health Education** serves as a guide to the changing concepts of teaching in the health field. 450 pp. 381-11786. NEA/American Medical Association. $2.75/**$2.20.**

CP7 **Healthful School Environment** discusses the emotional setting of the classroom, the classroom teacher and public health, the school administrator and the environment, and the environment as a tool for health education. 312 pp. Cloth. 381-11860. NEA/AMA. $6/**$4.80.**

CP8 **Holding Power of Large City School Systems**—the first citywide longitudinal study of school systems across the nation—is based on returns from questionnaires sent to superintendents in cities with populations of 90,000 or more. Dropout Project. 78 pp. 731-18920. NEA. $2/**$1.60.**

CP9 **Humanizing Student Services** states that while humaneness has always been an implicit aim of counseling and personnel services, it should now become an explicit aim. Spring 1972 *Journal of the NAWDC*. 48 pp. 596-17080. NAWDC. $2/**$1.60.**

CP10 **Mathematics for Elementary School Teachers: The Rational Numbers** was written to accompany 12 new full-color teacher-education films but can stand on its own as an elementary text for the study of rational numbers. 460 pp. 301-01012. National Council of Teachers of Mathematics. $6/**$4.80.**

CP11 **Observation: A Technique for Art Education** discusses the value of descriptive research in art education as highlighted at the NAEA Preconference Education Research Training Program. 102 pp. 061-25838. National Art Education Association. $3/**$2.40.**

CP12 **Programing for the Education of Women** asks: What careers do female high school students aspire to? What are the prospects for careers for mature women? How do we need to update student personnel work for the new generation of students? Winter 1972 *Journal of the NAWDC*. 48 pp. 596-17078. NAWDC. $2/**$1.60.**

CP13 **Redefining Personnel Services** stresses the need for frequent evaluation of the position of women in education, for reaching the disadvantaged student, and for residence hall management. Summer 1972 *Journal of the NAWDC*. 48 pp. 596-17182. NAWDC. $2/**$1.60.**

CP14 **Research Abstracts in Rural Education** contains current abstracts available through the Educational Resources Information Center (ERIC). 70 pp. 451-13776. Rural Education Association. $2/**$1.60.**

CP15 **School Health Services** is a basic text for institutions that prepare teachers

of public health personnel. It includes the interprofessional aspects of school health programs. 424 pp. 381-11542. NEA/AMA. $3/**$2.40.**

CP16 **Standards for School Nurse Services** describes school nurse policy and procedure, based on carefully researched and evaluated programs. 12 pp. 151-04798. NEA. $2/**$1.60.**

CP17 **Supervision: A Mandate for Change** reports on the NAEA Seminar for Improving the Effectiveness of Supervisors in Art Education. 222 pp. 061-25832. NAEA. $3/**$2.40.**

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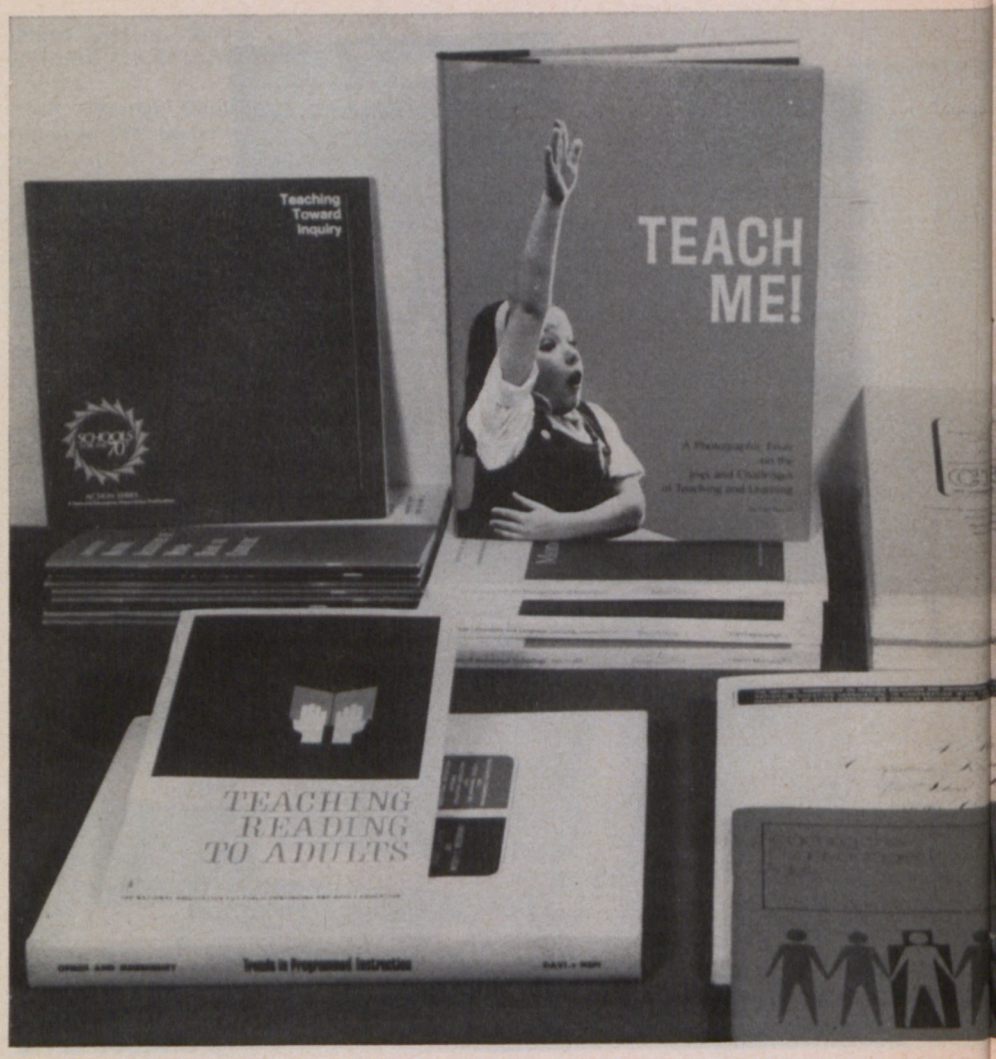
CP19 **Values and the Curriculum: A Report of the Fourth International Curriculum Conference** includes papers by William F. O'Neill, Lawrence Stenhouse, Mario Fantini, and Robert Brackenbury. *Schools for the 70's* series. 150 pp. 381-11936. NEA. $3.75/**$3.**

CP20 **Viktor Lowenfeld Speaks on Art and Creativity** presents a series of informal talks on the importance of children's art expression. 64 pp. 061-02244. NAEA. $2.50/**$2.**



Five: Reference and Bibliography

RB1 **A Bibliography of Recreational Mathematics** (Volume 2) contains mathematical puzzles and pastimes as well as such fringe topics as mathematics humor and mathematics in sports, art, literature, music, and nature. 203 pp. 301-09410. NCTM. $4/**$3.20.**

RB2 **Education in the States: Nationwide Development Since 1900** presents authoritative histories of 16 areas of educational concern, including basic organization and financing; curriculum; federal participation; and relationships among state departments of education, the teaching profession, institutions of higher education, and the public. 772 pp. Cloth. 381-11884. NEA. $12.50/**$10.**

RB3 **Historical Highlights in the Education of Black Americans** is an illustrated history book that presents an analysis of the educational development of black people in the United States from 1619 to the present. 36 pp. 381-11900. NEA. 50¢/**40¢.**

RB4 **History of Mathematics Education in the United States and Canada** reviews issues and forces affecting grades K-12 from colonial days to the present. 32nd Yearbook. 557 pp. 300-09396. NCTM. $8.50/**$6.80.**

RB5 **Layman's Guide to the Use of Computers** emphasizes instructional applications, showing how computers are now being used and can continue to be used to help in the educational process. 63 pp. 951-26000. Association for Educational Data Systems. $3/**$2.40.**

RB6 **A Manual on Certification Requirements for School Personnel in the United States** comments on major developments, summarizes practices and trends, includes state requirements, and lists 1,246 approved institutions. 1970 edition. 232 pp. 381-11810. NEA. $6/**$4.80.**

RB7 **Number Stories of Long Ago** gives an account of the probable history of numbers and is illustrated in full color. Originally published in 1919. 152 pp. Cloth. 301-09378. NCTM. $5.50/**$4.40.**

RB8 **Other Lands, Other Peoples** summarizes the geographical features, population, government, religion, and cultural traditions of 141 nations. 1969 edition. 312 pp. 381-11788. NEA. $2.25/**$1.80.**

RB9 **The Pythagorean Proposition,** a historical review, presents 370 demonstrations of the Pythagorean theorem. 322 pp. 301-09330. NCTM. $6.70/**$5.35.**

RB10 **Readings in Geometry from "The Arithmetic Teacher"** reflects a new concept of geometry for the elementary school and emphasizes the learner's spatial environment and his intuitive grasp of ideas, such as position, distance, size, and shape. 212 pp. 301-09426. NCTM. $2.30/**$1.85.**

Six: Professional Development

RB11 **A Selected Guide to Curriculum Literature: An Annotated Bibliography** discusses the process of annotation and major areas of curriculum, with annotations of key books and articles. *Schools for the 70's* series. 142 pp. 381-11628. NEA. $2/**$1.60.**

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IDEA EXCHANGE

Today's Education *invites NEA members to submit items for possible use in "Idea Exchange." Contributions must not have appeared previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and Zip Code.)*

Conservation

For a long time, we teachers have been teaching and preaching conservation of our nation's resources, but how many of us have done anything concrete about it? Think of how many trees might be preserved if in every classroom of the United States children were instructed to write on both sides of each sheet of paper.

—Frank A. Biondi, *teacher of English and Latin, Lakewood (New Jersey) High School.*

◆ *NEA's Current Resolution 72-19 calls for the Association to "actively encourage the initiation and improvement of federal legislation and appropriations which shall provide education for use, stewardship, and preservation of a viable environment and which shall eliminate pollutions and promote the preservation of our environment."*

Countdown in the Classroom

Each fall I introduce my class to model rocketry, which I use as a means to teach many different subjects. The pupils find actual application for the skills they are learning in school and develop positive attitudes toward themselves, their classmates, and the pursuit of knowledge.

10. I show the pupils examples of models and a tape-slide presentation which I designed and produced with a sixth grade class.

9. I give each child a booklet on model rocketry, and we spend a week studying the construction and theory of model rockets, with the greatest stress being on safety.

8. I give a test covering what we have studied.

7. I pass rocket kits out to the class. (Kits for making a rocket with one engine are available commercially for about $2. My students pay for their own kits.)

6. The pupils construct the rockets.

5. Pupils engage in related activities: art, space reports, bulletin boards, creative writing, exploration of occupational opportunities in the space age.

4. I assign jobs for launch day and make up flights of five students each.

3. We inspect the rockets and test them for proper construction and stability (safety).

2. This is launch day. The students then pack parachutes, load engines, set up launch rack and panel, check pads, and load first flight.

1. We clear the range for safety. It is T minus 10 seconds.

0. Blast-off!

—Keith E. Deaton, *sixth grade teacher, Robert Frost Elementary School, Pasco, Washington.*

Handling Makeups

How do you handle makeup work? Do you have trouble remembering what you did in class third hour, three days ago? Do you know how many times Tom was absent this quarter? Do you remember to tell the absentee in fourth hour that his class is having a test tomorrow? Handling makeup slips and makeup work can be simple.

On the podium in the front of my classroom, I keep a "Teacher's Daily Record" book. I tell my students that I keep this book for *their* use—to save time for all of us and to keep all of us organized.

I use one page a day. At the beginning of each hour, I record absences on the attendance slip for the office and at the top of the page in the record book. A quick comparison with the previous day's list tells me who has returned and who is again absent.

Then, on the unruled section of the page, I list: Hour I—English 12. Either as the hour progresses or immediately after class, I list concisely but completely everything that happened during the hour. The last line always gives the assignment for the next day or week.

Any student who misses class can simply check the record book for any day of the year and learn exactly what he missed. The book is also a terrific aid to the "I can't remember" student. Probably the book's best feature is that it eliminates the student who says, "But you didn't tell me. . . ."

—Delores Nelson, *Orono High School, Long Lake, Minnesota.*

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CLASSROOM INCIDENT

This is another in a Journal *series presenting the handling of a troublesome classroom incident by a teacher and analyses by teachers and other consultants whose training and experience may enable them to contribute illuminating insights.*

One of the boys in my sixth grade class had me stumped. At the beginning of the year, he was very quiet and so timid that his classmates often bullied him. Lately, however, he has been the ringleader in several classroom disturbances. The first couple of times, I kept him after school, but he didn't seem to mind that at all. Once or twice, I tried ignoring him in meting out punishment, but his classmates accused me, with justification, of being unfair.

Yesterday, when he deliberately knocked over a science display, I kept him after school again. After expressing my disappointment and displeasure at his behavior, I asked him to write down why he had started behaving so badly and what I could do that might make him reform.

He worked laboriously for some time, tearing up several sheets of paper and starting afresh. He was still struggling when I had to leave for an appointment, so I dismissed him, put his unfinished paper in my bag, and went on my way.

Last night I was startled when I read what he had to say:

"I don't know why I act bad. I guess it's like they say—The Devil made me do it. I think I would behave if you tied me up and shut me in the closet. Or made me stand on one foot with my hands in the air. For two hours or maybe more. If that don't work you could knock my hands with the edj of a ruler or pull my hair. Please try these. I wish. . . . ."

All day today I haven't known what I should do about this boy. I'll have to act soon, but I have the awful feeling that whatever I decide to do will probably be wrong. It's too late for a consultant's advice to do me any good, but I'd still like to know how someone else would have handled this whole situation.

Consultants' Comments

This sixth grader is a child badly in need of attention—any kind of attention. It is significant that initially he was timid and the children bullied him; apparently they stopped from boredom or teacher pressure. Possibly the boy became aggressive again in an effort to renew everyone's attention.

The teacher's reaction was a negative solution to negative behavior, and it produced poor results. There are many positive ways in which teachers can assign tasks so as to take advantage of individual talents to produce favorable peer and teacher response.

Keeping the student after school would be a positive method—if the teacher asked the boy to assist with a special task or project. In a friendly atmosphere, the teacher could establish a better relationship with the child and really get to know him.

The writing assignment revealed a serious situation. However, asking the boy to explain why he behaved in a certain way was asking something he did not have the insight to explain. A more positive writing exercise, such as asking the child to list the activities he would enjoy doing at school, would be just as revealing.

Above all, the incident emphasizes the teacher's responsibility to the quiet child. Often this child needs attention far more than the aggressive and/or outgoing student, who knows how to capture the teacher's time and concern. It is fortunate that this timid boy has become aggressive while early help can be effective rather than later when his pent-up feelings might well destroy him.

—Georgia B. Moeller, *social studies teacher, Hayes Junior High School, Albuquerque.*

The most striking characteristic of this boy's behavior is his overwhelming fear of his own impulses. Sometimes, when students deliberately get themselves into one kind of trouble or other, we too hastily conclude that they are either bad and in need of punishment or lonely and in need of attention. Not so with this boy.

Punishment in the form of keeping him after school or ignoring him did not change his behavior; rather, it seemed to intensify his acting out. If he were simply a lonely boy, we might expect that staying after school with the teacher all to himself would help decrease that feeling. If he were simply a "bad" boy getting into trouble for its own sake, he would not convey the sort of pleading, imploring message he offered.

This boy may want some attention and even some punishment. What he *needs*, however, are controls. In a larger sense, this boy is not unlike most young people going through their developmental years, except that his needs are more exaggerated—indeed, urgent. Asking the teacher to tie him up and lock him in the closet is another way of saying, "Please help me control myself. I can't do it alone."

What to do? For starters, we can begin by acknowledging to the boy that not being able to control one's self is a scary feeling; we might add that we all feel this way now and then. We can be most helpful to young people like this if we establish firm, clear limits that are consistently enforced. When an individual, young or old, has trouble controlling his own impulses, it is comforting to know that there is someone available who can help.

All in all, boys like this need less in the way of indiscriminate love and understanding and more in the way of firm caring.

—Don E. Hamachek, *professor of educational psychology and child development, Michigan State University, East Lansing.*

Teacher Tie Line

Do you have questions related to instruction and professional development? Are there some problems that come up in your work with which the NEA can help?

In a new column that will replace "Classroom Incident" starting in the January 1973 issue, NEA's Division of Instruction and Professional Development (IPD) will respond to questions sent in by *Journal* readers. We hope this new service will provide another way to respond directly to membership needs. Please send your questions to Teacher Tie Line, Today's Education, 1201 16th St., N.W., Washington, DC 20036.

THE WINNERS

Listed below are the winners of the 1972 Teachers' Writing Competition. Prize money was supplied by the Reader's Digest Foundation. Theme for this year's competition was:

My Most { Infuriating / Fearful / Exciting / Surprising / Rewarding / Impossible / Extraordinary / Nightmarish / Dramatic / Challenging } Classroom Experience

First Prizewinner ($1,000)
Freda Bradley, Fayetteville, AR.
(Mrs. Bradley's story appears on page 27 of this issue of *Today's Education.*)

Second Prizewinner ($500)
Brooke Workman, Iowa City, IA.

Third Prizewinner ($350)
B. Jo Kinnick, Piedmont, CA.

Other Prizewinners ($100 each)
Beverly Apple, Nutley, NJ.
Lawrence R. Aufderheide, Alpena, MI.
Doris Bell, Vallejo, CA.
Jeanne Berman, Peoria, IL.
Eunice Dansby, Wheaton, IL.
Melville H. Gaughan, Edison, NJ.
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Mary Lou Henry, Youngsville, PA. (Home: Clymer, NY.)
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David F. Strandin, Muncie, IN.
Ada F. Trimm, Ellenburg Depot, NY.
June Woods, Glenwood Springs, CO.

FOR THE BEGINNING TEACHER: ORAL REPORTS

☐ **With proper preparation, oral reports** can be a most rewarding method of teaching and learning.

Student attitudes toward oral reports are likely to be constructive if students and teacher have worked together to set criteria, and if these criteria are clearly defined. One approach is to ask class members what person they most like to hear talk. Students may answer with the name of a teacher, a minister or priest, a local leader, or someone they have heard on radio or TV.

The question "Why?" will elicit a variety of answers that can be listed on the board. The list will probably include reasons such as:

1. I can understand him.
2. He speaks clearly.
3. He knows what he is talking about.
4. I like his voice.
5. He is interesting.
6. He keeps going; he doesn't have to stop and think of what he is going to say next.

With patient questioning by the teacher, students will interpret these statements and set criteria for their own reports. Such a list might read:

1. Use words we all know. If you must use new words, write them on the board, pronounce them, and explain their meaning.
2. Use good grammar.
3. Organize the talk and stick to the subject.
4. Make reports interesting. Avoid facts we already know unless they are necessary to clarify points. Use anecdotes and new facts to make a complete report.
5. Speak in a normal voice but so that everyone can hear.
6. Stand erect and don't fidget.
7. Don't take too long.
8. Look at the audience and tell the story. With most stories, know content so well that you don't need to use notes. (If the story is complicated, write out the report or make notes, but become so familiar with the content that you need only glance at beginnings of sentences, statistics, or other notes and can look at the audience most of the time.)
9. Make a report that leads to further class discussion.

—Myrtle S. Larkin, *retired; formerly at Niskayuna High School, Schenectady, New York.*

Miss Larkin is the author of "How To Use Oral Reports," *No. 10 in the* How To Do It *series of the National Council for the Social Studies (an NEA national affiliate).*

CHANGE OF ADDRESS

If you have moved recently and your present address label is wrong, or if you plan to move within the next five weeks, please notify the NEA promptly. Send your new address to NEA Membership Records, 1201 16th St., N.W., Washington, DC 20036. And please enclose your old mailing label to facilitate the record change.

FOR YOUR INFORMATION

Catharine Barrett, NEA President; Sam M. Lambert, Executive Secretary (on leave); Allan M. West, Acting Executive Secretary; John D. Sullivan, Director of Communications and Publisher of *Today's Education* (NEA Journal).

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World Confederation of Organizations of the Teaching Profession: Information free from WCOTP/CMOPE, 5 Chemin du Moulin, 1110 Morges, Vd. Switzerland. See *Handbook,* page 365.

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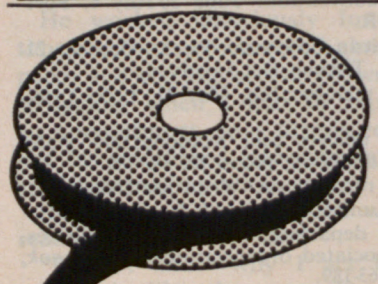

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CABLE TV

(*Continued from page* 40)

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Teachers wishing to obtain another copy of this book list may do so by sending a self-addressed mailing label and 16¢ in stamps to the Children's Services Division, American Library Association, 50 East Huron Street, Chicago 60611.

PICTURE BOOKS

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The King's Fountain. Lloyd Alexander. Illus. by Ezra Jack Keats. Explores the need for the individual to act when life demands action. A large, striking picture book. Dutton. 34 pp. $5.95. Ages 5-8.

Nobody Asked Me If I Wanted a Baby Sister. Martha Alexander. Illus. by the author. Sibling rivalry charmingly depicted (and solved). Dial. Unpaged. $3.50. Ages 5-8.

Go and Hush the Baby. Betsy Byars. Illus. by Emily McCully. A big brother tries to entertain the baby with antics and storytelling. Viking. 28 pp. $3.50. Ages 3-5.

Do You Want To Be My Friend? Eric Carle. Illus. by the author. An excellent quiz book to use with small children. Crowell. 33 pp. $4.50. Ages 3-5.

Still Another Number Book. Seymour Chwast and M.S. Moskof. An innovative counting book. McGraw-Hill. 63 pp. $4.95. Ages 4-6.

Impossible, Possum. Ellen Conford. Illus. by Rosemary Wells. A witty story of how a clever sister, a dab of sap, and a bit of psychology help a possum overcome his problem of not being able to hang upside down. Little. 32 pp. $3.95. Ages 5-7.

If All the Seas Were One Sea. Janina Domanska. Illus. by the author. A visual delight for children. Caldecott Honor Book. Macmillan. 32 pp. $4.95. Ages 4-6.

Moja Means One: Swahili Counting Book. Muriel Feelings. Pictures by Tom Feelings. Captures typical East African life and culture. A beautiful picture book. Caldecott Honor Book. Dial. 32 pp. $4.50. Ages 5-7.

Turtle Pond. Berniece Freschet. Illus. by Donald Carrick. A simple, quiet story of a family of turtles. Scribner. Unpaged. $5.50. Ages 4-7.

All upon a Stone. Jean George. Illus. by Don Bolognese. Describes the many forms of life that may be found on an ordinary stone. Crowell. Unpaged. $3.95. Ages 5-8.

The Shrinking of Treehorn. Florence Heide. Illus. by Edward Gorey. A magic game saves Treehorn when inept adults fail to recognize a dwarfing problem. Holiday. Unpaged. $3.95. Ages 7-9.

Look Again! Tana Hoban. Illus. with photographs. Provides younger children an opportunity to see forms and patterns in nature. Macmillan. 20 pp. $4.95. Ages 3-7.

One Fine Day. Nonny Hogrogian. Illus. by the author. An amusing, cumulative Armenian folktale. Caldecott Medal. Macmillan. 32 pp. $4.95. Ages 4-7.

Boss Cat. Kristin Hunter. Illus. by Harold Franklin. An understanding story of a black family and their remarkable cat, Pharaoh. Scribner. 58 pp. $4.95. Ages 2-5.

Changes, Changes. Pat Hutchins. Illus. by the author. A cleverly executed book in which two wooden dolls devise their own adventures with assorted wooden blocks. Macmillan. 30 pp. $4.95. Ages 3-5.

Can I Keep Him? Steven Kellogg. Illus. by the author. Every child who has longed for a pet of his own will identify with Arnold, whose mother can always find a reason why he cannot keep a pet. Dial. 32 pp. $4.50. Ages 4-8.

Leo, the Late Bloomer. Robert Kraus. Illus. by Jose Aruego. "Patience," said Leo's mother, "A watched bloomer doesn't bloom." A comforting message told in hilarious text with exuberant illustrations. Windmill. Unpaged. $4.95. Ages 3-5.

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Charles. Liesel M. Skorpen. Illus. by Martha Alexander. A teddy bear's adventurous life with a little boy. Harper. 32 pp. $2.95. Ages 4-6.

The Tenth Good Thing About Barney. Judith Viorst. Illus. by Eric Blegvad. A gentle, perceptive treatment of the death of a pet in which a small boy is led to acceptance without sentimentality. Atheneum. 25 pp. $3.95. Ages 6-9.

Father Fox's Pennyrhymes. Clyde Watson. Illus. by Wendy Watson. Bouncy, original nursery rhymes and lively watercolor illustrations combine to capture Americana in a comic strip format. Crowell. 58 pp. $4.50. Ages 4-7.

A Penny a Look: An Old Story Retold. Harve Zemach. Illus. by Margot Zemach. Two sly rascals get their comeuppance in this robust picture book. Farrar. 41 pp. $4.95. Ages 6-8.

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A Room Made of Windows. Eleanor Cameron. Illus. by Trina Schart Hyman. Portrays a fledgling writer's maturing in the context of trying family relationships and her own dreams. Little. 271 pp. $5.95. Ages 10-12.

The Spider, the Cave, and the Pottery Bowl. Eleanor Clymer. Illus. by Ingrid Fetz. A contemporary Pueblo Indian family retains a traditional art, and two children relate to their grandmother, their family, and the larger white society. Atheneum. 66 pp. $3.95. Ages 8-11.

Beaver Valley. Walter D. Edmonds. Illus. by Leslie Morrill. An ecological fantasy. Little. 70 pp. $4.50. Ages 7-10.

Jingo Django. Sid Fleischman. Illus. by Eric von Schmidt. A rollicking narrative of a mid-nineteenth century orphan boy and his adventures with gypsies. Little. 172 pp. $4.95. Ages 9-11.

Making of Joshua Cobb. Margaret Hodges. Illus. by W. T. Mars. The "making" of the title is Joshua's learning to be himself instead of blindly following someone he thinks of as an "aristo." Farrar. 169 pp. $4.50. Ages 9-12.

Altogether, One at a Time. Elaine L. Konigsburg. Illus. by Gail E. Haley and others. Four short stories reflect a deep understanding of children. Atheneum. 79 pp. $4.50. Ages 9-11.

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The Ghost Next Door. Wylly F. St. John. Illus. by Trina Schart Hyman. Can the visitor next door talk to the dead? Two children seek the answer with mediums, séances, and other ghostly manifestations. Harper. 178 pp. $3.95. Ages 8-11.

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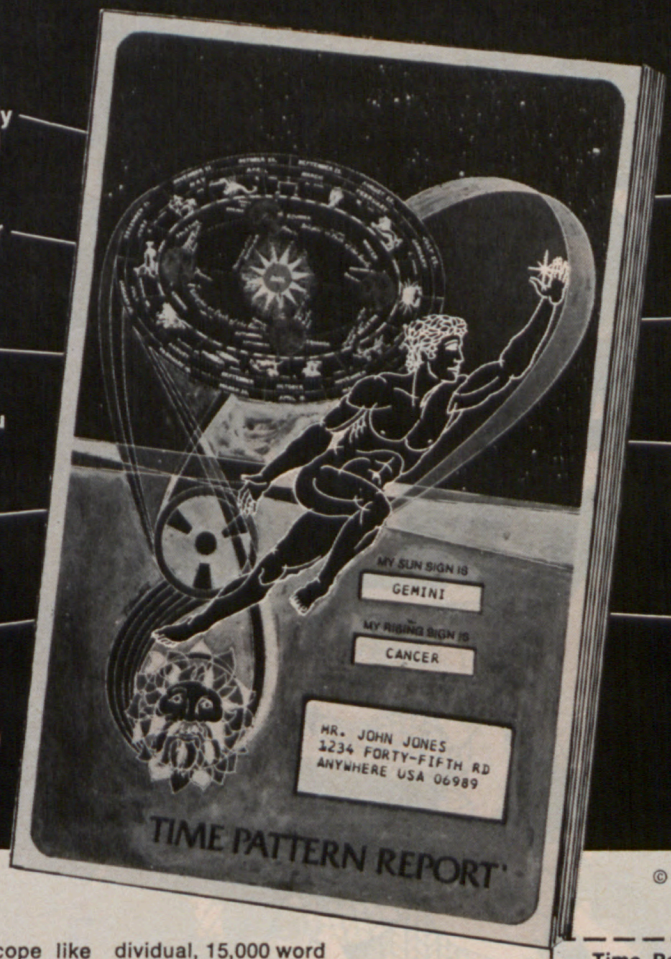

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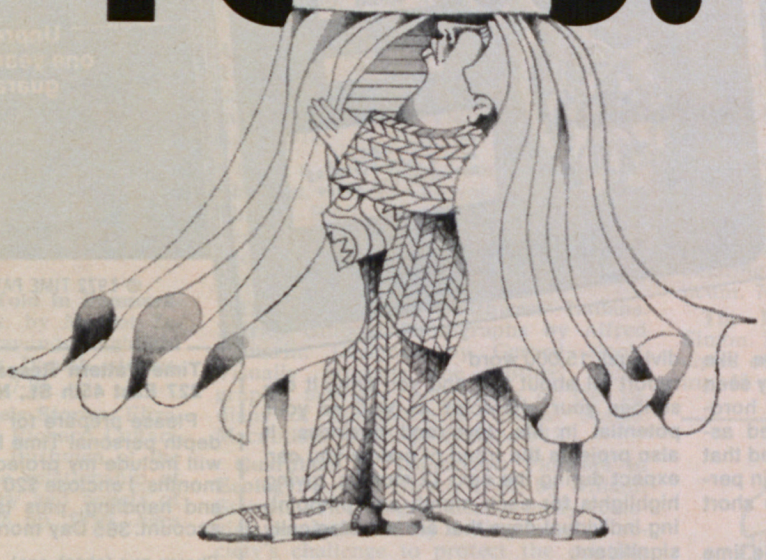

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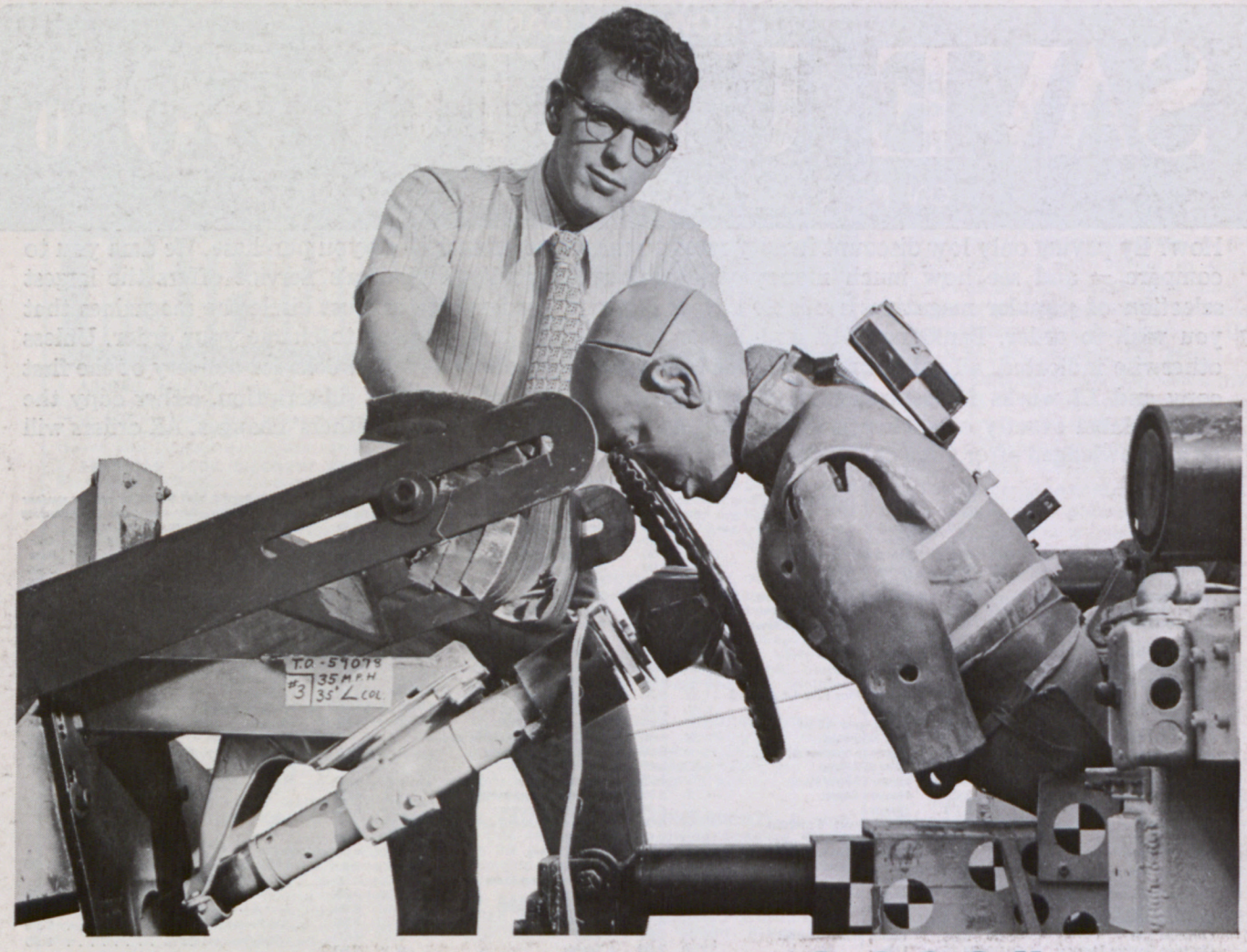

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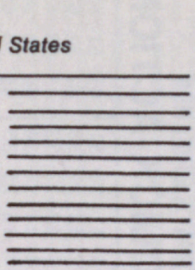

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